SAFE HAVEN

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Challenge Statement

As founder of the Safe Haven Ministries Place for Children located in Queens, NY, and as a child survivor of sexual abuse, I understand the importance of a safe space for children when parents are unavailable. The service sector in Queens, N.Y., has a high percentage of parents working during non-standard hours, creating a vacuum of high-quality, safe, and healthy child care. This demonstration project will generate and develop a Christian-based, accessible childcare program strategic plan designed to accommodate families with non-standard hours.

ABSTRACT

In response to the dire need for accessible childcare during non-standard working hours in Queens, New York, Safe Haven Ministries Place for Children conducted a demonstration project. This initiative, led by a founder who is a child survivor of sexual abuse, aimed to fill the critical gap in childcare services for families in the service sector. The project developed a strategic plan for a Christian-based childcare program, catering specifically to the unique needs of these families. The methodology involved a comprehensive analysis of the existing childcare landscape in Queens and an assessment of the specific requirements of parents working non-traditional hours. Emphasizing the integration of Christian values, the plan aimed to provide children with a nurturing and secure environment. The project identified significant deficiencies in current childcare services, particularly in accommodating non-standard work schedules.

The Christian-based approach was effective in building trust and community among participating families. The strategic plan outlined steps to establish accessible, high-quality childcare services. This included solutions for staffing, facility management, and community engagement, all rooted in Christian principles. The effectiveness of the project was evaluated through parent satisfaction surveys, child well-being assessments, and measures of operational sustainability. The results demonstrated a positive impact on the community, with high levels of satisfaction among parents and improved well-being of children. The success of this model in Queens suggests its potential as a replicable framework for other urban areas facing similar challenges in childcare provision. The project highlighted the significant role of faith-based initiatives in addressing community service needs, particularly in childcare for families with non-standard working hours.

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CHAPTER 1: INTRODUCTION TO THE SETTING

Individual commitment to work and family structure dynamics have significantly transformed as society evolves. The changing career landscapes due to digitalization and globalization are shrinking the traditional 9-to-5 work schedules.[1] With the changing dynamics, parents and families struggle to find childcare services that can be trusted to care for their children and adapt to their changing work schedules. The need for trustworthy childcare services is informed by families working early morning shifts, night shifts, and weekends due to varying job demands.

The focus of this study is to address the issues of trustworthy childcare services. The researcher's focus is to create an environment that is supportive of modern families, including their diverse and non-standard work schedules, by developing a Christian-based childcare program that is easily accessible. Parents and working families are often stressed by the difficulties of finding flexible childcare services given their non-standard working hours. Therefore, to mitigate the stress associated with childcare among working parents, it is essential to tailor available childcare services and programs to fit these non-standard working hours and ensure children experience spiritual upbringing, well-being, and safety.

[1] Pew Research Center. "Women More than Men Adjust Their Careers for Family Life | Pew Research Center." *Pew Research Center*. Last modified August 14, 2020. https://www.pewresearch.org/short-reads/2015/10/01/women-more-than-men-adjust-their-careers-for-family-life/.

The researcher seeks to develop a faith-based childcare program rooted in Christian principles that align with the target family values and beliefs. The childcare program will also ensure that children of working parents are provided with a safe, spiritually, and educationally supportive space. The focus of this program will be to not only address the challenges of parents' non-standard working hours but also create a community that will support the spiritual growth of the children as well as seamlessly integrate faith into their daily lives. The duality of the envisioned program departs from the traditional childcare programs by tailoring its services to impart Christian values and flexibly attend to parents with non-standard working hours.

The envisioned program will fill the gap in the literature regarding childcare by increasing access to parents and families with non-standard working hours. While the focus of this program will be to help working families, the ripple effect will extend to the community by seamlessly integrating family life, work, and faith. By highlighting the importance of adaptable childcare services to the changing needs of modern families, this program will encourage the development of similar programs within the Christian community, in diverse cultural contexts, and in other religions. Besides integrating faith and childcare services, this study will illustrate the importance of proactively and collectively addressing modern societal challenges.

Ministry Context

The personal and professional experiences of the founder of Safe Haven Ministries Place for Children in Queens, New York, will be the focus of this study. Being a survivor of child sexual abuse, the founder of Safe Haven Ministries Place for Children emphasizes the need for children to be nurtured in a safe environment, especially in the absence of their parents or when parents are engaged at work.

The geographical setting for this study will be Queens, New York. New York is highly populated, and the city's fast-paced life results in many parents engaged in non-standard working hours. As illustrated, non-standard working hours are driven by the city's fast-paced lifestyle and the current job market, which results in parents working early morning shifts, night shifts, irregular working schedules, and working on weekends. The modern workplace characterized by non-standard working hours creates a challenge in identifying childcare programs that are safe, reliable, and adaptable to these unique working hours.

By leveraging working parents' professional and personal backgrounds, the founder seeks to develop a faith-based childcare program accessible to parents in the modern work environment. This project aims to fill the gap in the literature by developing a Christian-based childcare program that addresses the needs of contemporary working families while creating an emotionally and spiritually safe space for children. Based on the professional and personal experiences of the founder, the researcher seeks to provide a practical solution to the dilemma of quality and faith-based childcare problems. The envisioned childcare program will create a faith-based environment that is convenient for working parents and safe for children. The focus of this program aligns with the founder's passion for supporting survivors of child abuse and providing quality childcare services.

Combining faith-based principles, community understanding, and personal experiences in this project will explain how childcare services have transformed over the years. This program aims to design a strategic plan for a Christian-based childcare program to address the challenges experienced by working parents in other regions. Focusing on inclusivity and adaptability, the program will be designed to address the diverse needs of working families in different community settings.

Background Information

The evolving job market and globalization of the economy have resulted in more flexible and non-standard working hours characterized by a shift in the traditional 9-to-5 working schedules. The changes in modern society have made it challenging for parents, even those within the Christian community, to find safe and secure childcare programs that align with their values and working schedules. There is a substantial gap in childcare services, especially for parents with non-standard working hours, given that the existing childcare facilities still operate within the traditional timeframe.[2]

Within American society, and especially in the delivery of childcare services, faith-based organizations are essential. Within the community, faith-based organizations, with their developed infrastructures, understand the needs of their communities, and their leaders are better placed to advocate for families and children and share information on quality faith-based childcare services. Faith-based organizations have shaped how the community perceives, and families experience early child education and care by operating a childcare facility or hosting childcare programs.

When selecting early childhood programs, although parents using faith-based childcare programs are an essential group, they are often bypassed. Therefore, it is important to understand how parents select childcare programs and why they select them with effective and targeted childcare policies. The report of the National survey poll by the Bipartisan Policy Centre in December 2020 revealed that 31% of working parents used center-based childcare services while 53% of the families utilized care services associated with a faith-based organization. Among the

[2] Pew Research Center. "Women More than Men Adjust Their Careers for Family Life | Pew Research Center." *Pew Research Center*. Last modified August 14, 2020. https://www.pewresearch.org/short-reads/2015/10/01/women-more-than-men-adjust-their-careers-for-family-life/.

different reasons, parents selected childcare programs based on whether they trusted the organization.

The childcare market is significantly influenced by faith-based organizations that represent parents' values and impart such values to the children they look after. In addition to values, these faith-based childcare programs can successfully support the learning and healthy development of children by creating a children-based curriculum and study space. With the pronounced effects of the COVID-19 pandemic, a comprehensive childcare system can be developed by incorporating parents' preferences in their ideal childcare program.

Research exploring the role of faith-based childcare programs for families in the United States is scarce. The Covid-19 pandemic has impacted the fragile childcare system. However, the lessons from faith-based communities are vital in supporting parents' preferences for an ideal childcare program and strengthening the childcare market. To understand the opportunities and policies within the childcare market, BPC interacted with providers of early care and childhood education, faith-based leaders, and parents to support faith-based care and how these organizations can be leveraged to support childcare for all families in the United States.[3] The lessons learned from this project will guide the inclusion of faith-based childcare programs in the country's childcare system by incorporating the different options for childcare and the preferences of parents to ensure the needs of children are adequately met.

Problem Statement and Purpose Statement

Existing childcare programs cannot effectively accommodate the evolving needs of working parents, which are designed around the traditional 9-to-5 work schedules. The inability

[3] Pew Research Center. "Women More than Men Adjust Their Careers for Family Life | Pew Research Center." *Pew Research Center*. Last modified August 14, 2020. https://www.pewresearch.org/short-reads/2015/10/01/women-more-than-men-adjust-their-careers-for-family-life/.

of these childcare programs to adapt parents with irregular or non-standard working hours has elevated the challenges experienced by working parents in finding secure and reliable childcare services fitting their unique schedules. The lack of childcare services befitting the modern work schedules has exposed parents to anxiety, stress, and inability to balance between work effectively and adequately meeting the welfare as well as developmental needs of their children.

The problem is extensive for Christian families lacking faith-based childcare programs. In Christian communities, working parents desire to impart their teachings, values, and beliefs to their children. However, the lack of childcare facilities that are grounded in Christian values and principles prevents Christian parents from raising their children in a faith-based environment. This difficulty has made it difficult for Christian parents to balance work responsibilities and their children's upbringing.

Cognizant of these challenges, the researcher supports the development of a flexible and accessible Christian-based childcare program. This study will address the gap in the childcare market by developing a program that addresses the diverse needs of working families with non-standard working hours. This program will be based on Christian principles that will ensure children of Christian working parents receive education, guidance, and care integrated with Christian values and beliefs.

The Christian-based childcare program advocated in this study is expected to effectively address the diverse needs of working families. The childcare program is intended to create a secure and nurturing environment for children regardless of their parent’s working schedules. Moreover, the envisioned program is also designed to support working parents flexibly by allowing them to uphold their families' beliefs and values while attending to their professional assignments. The program also intends to integrate faith into the children’s daily lives by

incorporating Christian beliefs and teachings into their curriculum. This integration will help parents foster their children's moral development and spiritual growth even during non-standard working hours.

Overall, this study will address the challenges experienced by parents with non-standard working schedules by stressing the need for a flexible and accessible Christian-based childcare program. Through this faith-based childcare program, the findings of this study will advocate for an inclusive childcare landscape integrating Christian values and faith in bringing up children and attending to the diverse needs of modern working families.

Significance of the Project

Developing accessible Christian-based childcare programs that address the needs of parents with non-standard working hours is important for the Christian community and society. This initiative is expected to impact the lives of working parents and their children by providing childcare services that cater to parents with non-standard working hours. The first significance of developing a flexible and accessible Christian-based childcare facility is that it will allow parents with varying work schedules to balance raising their children in an environment with Christian values and professional commitments. The flexibility of this program will ensure that parents in non-standard working hours adequately attend to their professional assignments while also raising their children in a safe, faith-based space. Christian-based childcare programs are valued in improved job satisfaction and performance as parents are stress-free and at peace knowing their children are in a safe space.

Besides balancing professional commitments and raising children, the proposed initiative will promote family values and integrate religious teachings into the lives of young children. Infusing the childcare program with Christian principles will ensure that growing children are

exposed to an environment that reinforces their ethical values and nurtures their Christian faith. This initiative will assure parents that their Christian values are imparted to their children and that their spiritual growth and development are encouraged regardless of their non-standard work schedules.

The success of this Christian-based childcare program will also serve as a model and a blueprint for future faith-based childcare programs. This program will motivate players in the childcare service industry to develop inclusive and flexible programs that align with the evolving needs of parents in the current fast-paced work environments. In work environments where the traditional work schedules are phasing out and non-standard working hours are taking precedence, having accessible and flexible childcare programs for working parents is crucial.

Overall, flexible and accessible Christian-based childcare facilities are essential for families with non-standard working hours in that they improve the lives of working families by helping them strike a balance between work and the upbringing of their children in a faith-based environment. The program will also lead to the development of flexible childcare programs aimed at effectively addressing the evolving demands of modern families and nurturing children grounded in Christian values, beliefs, and faith.

CHAPTER 2: INITIAL ANALYSIS OF THE CHALLENGE

Faith-based childcare facilities significantly influence the development of a country's childcare systems.[4] Within the confines of religious organizations in childcare, the earliest faith-based childcare nursery was founded by Quaker in 1789 and supported by the Philadelphia House of Industry.[5] In the United States, a formalized childcare system was influenced by the presence of faith-based childcare organizations. After the Second World War, a church-led congregation sought to support working women and create a permanent educational space for them. [6]

Quantifying the number of faith-based childcare organizations across the United States is difficult. Since the survey conducted by the National Council of Churches in 1983, no official national survey of faith-based childcare organizations has been undertaken.[7] Moreover, no aggregate data shows the use of state and federal funding for faith-based childcare programs despite its acceptance by community leaders and policymakers.

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[4] How Common Are Nonstandard Work Schedules among Low-Income Hispanic Parents of Young Children? - Hispanic Research Center," *Hispanic Research Center*, last modified December 25, 2019, http://www.hispanicresearchcenter.org/publications/how-common-are-nonstandard-work-schedules-among-low-income-hispanic-parents-of-young-children/.

[5] John, Halpin, , Karl Agne, and Margie Omero. "Affordable child care and early learning for all families: A national public opinion study." *Washington: Center for American Progress* (2018).

[6] Ibid.

[7] Leila, Schochet, and Rasheed Malik. "2 Million Parents Forced to Make Career Sacrifices Due to Problems with Child Care." *Center for American Progress, September* 13 (2017):12.

While studying the critical role of faith-based organizations in childcare, appreciating the existence of different designs of faith-based childcare programs is crucial. In prior research, researchers classified faith-based childcare organizations based on their relationships.[8] For instance, while some faith-based childcare organizations are directly affiliated with faith-based organizations, some, despite representing the charity missions of larger religious organizations, are not affiliated with them. While operating under faith-based missions, childcare organizations must only offer religious instructions and teach values referenced in the faith curriculum, not secular instructions.

The structure of faith-based childcare programs is also varied. For instance, besides hiring staff to care for the children, faith-based childcare organizations may directly operate on religious property or house facilities for childcare services. Alternatively, faith-based organizations may rent their space to other organizations running childcare programs while maintaining their affiliations. Additionally, religious organizations may informally or formally associate with childcare programs outside their properties.[9]

As a Christian symbol, the Good Shepherd has been used as a sign of caregiving, healing, nurturing, and protection. From a biblical perspective, a good shepherd is a leader who guides and protects his flock or the vulnerable from harm. In Psalm 23, the Good Shepherd has been used to show how the Lord cares for His people and as a model that Christians may use to

[8] Ibid.

[9] Javier, Stanziola, and Tania Schmitz. "The impact of devolution on organizational effectiveness: An exploratory case study of faith-based child care." *The Qualitative Report* 8, no. 4 (2003): 655-675.

protect the vulnerable in society in this regard, children. In many instances, how childcare services will appear if parents, social workers, and church leaders adopt the characteristics of a Good Shepherd has been hypothesized. Although the church is actively involved in caring for the children, the efforts undertaken by the church to prevent church abuse are yet to be researched exhaustively.[10] The numerous child abuse scandals that have engulfed the Catholic Church have led churches and Christian faith communities to reevaluate how they have exposed children to abuse.[11] Despite these efforts, there is a significant research gap on the how of the preventative efforts.

Given the numerous activities children engage in school, church, and the community, it is becoming increasingly difficult for an individual shepherd to care for the flock. Research has demonstrated that counselors, pastors, and teachers limitedly influence a child's life. Therefore, social service providers, community members, and church leaders must collaborate with teachers if the children are to be guided and protected.[12]

Nationally, the issue of child protection has garnered significant attention, given the prevalence and the costs of maltreating children. The report published by the Administration on Children, youth, and Families in 2007 revealed that at least 5.8 million were either neglected or abused in the United States, with 794,000 children determined as victims of abuse and neglect. In

[10] Carlson-Thies, Stanley W. "Faith-based initiative 2.0: The Bush faith-based and community initiative." *Harv. JL & Pub. Pol'y* 32 (2009): 931.
[11] Ibid.
[12] Sandra, Bishop-Josef, C. Beakey, S. Watson, and T. Garrett. "Want to grow the economy? Fix the child care crisis." *Ready Nation, Council for a Strong America* (2019).

the same year, over 13,000 cases of child neglect and abuse were reported in Nebraska. Over 4,440 children were either victimized or involved in abuse. This represented the rates of child neglect and abuse at 9.43 per 1000 children.[13]

Children who suffer neglect and abuse suffer from economic, spiritual, mental, and physical harm. Often, families and children who have survived abuse require private and public medical care services, special education, counseling, treatment for substance abuse, and child protection services.[14] In the public justice system, both the victim and the abuser suffer significant costs, meaning the effects of abuse and neglect are spread within the larger community, which pays at least $103.8 billion for victims to access necessary healthcare and protection services.[15]

Overview of the Childcare System

The U.S. childcare system has been a constant challenge for working parents, with the global pandemic causing providers to cut operating hours, restructure services, or even cease operations. This has led to many parents considering leaving the workforce to balance work and childcare.[16] They must balance employers' work-from-home requirements with their children's

[13] Rohacek, Monica, Gina Adams, and Kathleen Snyder. "Child care centers, child care vouchers, and faith-based organizations." *Washington, DC: The Urban Institute* (2008).

[14] Sherlock, Phillip, Herman T. Knopf, Robert Chapman, Maya Schreiber, and Courtney K. Blackwell. "Child Care Provider Survival Analysis." *arXiv preprint arXiv:2208.02154* (2022).

[15] How Common Are Nonstandard Work Schedules among Low-Income Hispanic Parents of Young Children? - Hispanic Research Center," *Hispanic Research Center*, last modified December 25, 2019, http://www.hispanicresearchcenter.org/publications/how-common-are-nonstandard-work-schedules-among-low-income-hispanic-parents-of-young-children/.

[16] Pew Research Center. "Women More than Men Adjust Their Careers for Family Life | Pew Research Center." *Pew Research Center*. Last modified August 14, 2020. https://www.pewresearch.org/short-reads/2015/10/01/women-more-than-men-adjust-their-careers-for-family-life/.

needs. This has led to many turning to remote learning programs, online tutors, or family support. Some employers have implemented flexible work schedules or provided additional resources to help employees. Despite these efforts, balancing work and childcare remains a constant struggle for many families. The pandemic has exposed the fragmented and inconsistent nature of the childcare system, putting a strain on working parents and their careers.[17]

The survey findings reveal that 45 percent of mothers with children aged five and under who had to leave the workforce during the COVID-19 pandemic identified childcare as a significant factor influencing their decision.[18] In contrast, only 14 percent of fathers cited the exact reason for leaving their jobs. Additionally, 24 percent of mothers with children aged five and under admitted to considering a reduction in their working hours or transitioning to part-time employment, compared to 18 percent of fathers.[19]

Many currently employed parents who have been with their organizations for a significant period play a crucial role in fostering a positive work environment.[20] This is particularly true for women managers who have supported the well-being and health of their colleagues during the COVID-19 pandemic. Suppose these parents choose to leave their jobs. In

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[17] Ibid

[18]John, Halpin, , Karl Agne, and Margie Omero. "Affordable child care and early learning for all families: A national public opinion study." *Washington: Center for American Progress* (2018).

[19] Ibid.

[20] Leila, Schochet, and Rasheed Malik. "2 Million Parents Forced to Make Career Sacrifices Due to Problems with Child Care." *Center for American Progress, September* 13 (2017):12

that case, companies will lose valuable skills, knowledge, managerial expertise, and mentorship precisely when these abilities are most needed.[21]

As companies start to consider how to manage employees' return and attract new talent, whether in traditional or hybrid work setups, they can no longer overlook the childcare needs of their current and potential employees. In this article, we examine our research findings and outline the main challenges that working parents, especially working mothers, face regarding the affordability, quality, reliability, convenience, and accessibility of childcare.

Working Parents

In the modernized economy, many workers are now required to work during evenings, overnights, and weekends, a trend that has steadily increased.[22] Alongside this trend, there has been a rise in unpredictable and volatile work schedules characterized by last-minute shift changes, inconsistent hours, and little control over one's work schedule.[23] Workers may be asked to work overtime without much notice or have their hours reduced and their pay during slow periods.[24] This unpredictable scheduling is prevalent across various industries, including retail, restaurants, healthcare, warehousing, security, customer service, and transportation, resulting in a

[21] Ibid.

[22] Sandra, Bishop-Josef, C. Beakey, S. Watson, and T. Garrett. "Want to grow the economy? Fix the child care crisis." *Ready Nation, Council for a Strong America* (2019).

[23] "How Common Are Nonstandard Work Schedules among Low-Income Hispanic Parents of Young Children? - Hispanic Research Center," *Hispanic Research Center*, last modified December 25, 2019, http://www.hispanicresearchcenter.org/publications/how-common-are-nonstandard-work-schedules-among-low-income-hispanic-parents-of-young-children/.

[24] Ben-Ishai, Liz, Hannah Matthews, and Jodie Levin-Epstein. "Scrambling for stability: The challenges of job schedule volatility and child care." *Washington, DC: Center for Law and Social Policy* (2014).

lack of traditional 9-to-5 schedules for many employees. These irregular work arrangements have become so common that terms like "nonstandard" and "nontraditional" hours no longer adequately capture this "new normal."[25]

Childcare poses a significant challenge and a source of stress and instability for many parents who work night shifts or have unpredictable schedules and wages.[26] Accessing high-quality childcare is crucial for ensuring children's readiness for school.[27] However, it becomes extremely difficult for parents when they do not know their work hours or earnings on a weekly or even daily basis. Finding, maintaining, and affording childcare becomes a significant challenge in such circumstances. There is a scarcity of childcare providers who offer services during night shifts or on irregular schedules.[28] Being on call makes it nearly impossible for parents to access formal early care and education programs like childcare centers, Head Start, or prekindergarten. Informal arrangements with family and friends also become complicated and may not always be reliable.[29] Policies aimed at improving the availability of high-quality childcare and facilitating access and affordability often do not adequately address the needs of

[25] Marcia, Stoll, David Alexander, and Christine Nicpon. "Chicago Mothers on Finding and Using Child Care during Nonstandard Work Hours." *Early Childhood Research & Practice* 17, no. 1 (2015): n1.

[26] Dani, Carrillo, , Kristen Harknett, Allison Logan, Sigrid Luhr, and Daniel Schneider. "Instability of work and care: How work schedules shape child-care arrangements for parents working in the service sector." *Social Service Review* 91, no. 3 (2017): 422-455.

[27] Robert H., Bradley, and Deborah Lowe Vandell. "Child care and the well-being of children." *Archives of pediatrics & adolescent medicine* 161, no. 7 (2007): 669-676.

[28] Carolina Milesi, Datta, A. R., S. Srivastava, and Claudia Zapata-Gietl. "NSECE chartbook-home-based early care and education providers in 2012 and 2019: Counts and characteristics." *OPRE Report No. 2021-85* (2021).

[29] Margaret L., Usdansky, and Douglas A. Wolf. "When child care breaks down: Mothers' experiences with child care problems and resulting missed work." *Journal of Family Issues* 29, no. 9 (2008): 1185-1210.

families working nonstandard schedules.[30] These policies may not function as intended for parents facing the challenges of uncertain work schedules and may not sufficiently support their childcare needs.

Jobs With Nonstandard And Unpredictable Hours

A desirable job characterized by high quality entails several key elements, including fair wages, regular raises, comprehensive benefits, stable and consistent work hours, the ability to request schedule changes, job security, and a certain degree of autonomy.[31] On the other hand, low-quality jobs are prevalent among early-career workers across various sectors and job types, as indicated by analyses of work schedule data collected from a nationally representative survey of individuals aged 26-32. In addition, approximately 17% of workers across all age groups report having irregular work schedules, varying from as low as 9% to as high as 36% depending on factors such as industry and employment status (e.g., salaried or hourly). [32]Specific industries, such as retail and the restaurant industry, have been found to have exceptionally high rates of low-quality jobs.[33]

When parents are employed in low-quality jobs, it can negatively affect their children's well-being, including cognitive and academic development, behavioral and socio-emotional

[30] Christine, Johnson-Staub, Hannah Matthews, and Gina Adams. "Job hours and schedules: Implications for state child care and development fund policies." *Washington, DC: Center for Law and Social Policy* (2015).

[31] "Job Quality and Economic Opportunity in Retail: Key Findings from a." *The Center for Popular Democracy*. Last modified January 4, 2018. https://populardemocracy.org/news/publications/job-quality-and-economic-opportunity-retail-key-findings-national-survey-retail.

[32] Ibid.
[33] Ibid.

development, and physical health. These families often struggle with unstable home lives and disrupted routines, which can lead to reduced parental involvement in activities that support their children's growth, such as reading together or promoting healthy habits. Additionally, the unpredictable nature of these job schedules limits opportunities for additional income generation, such as taking on a second job or pursuing further education.[34] Many families are stuck in low-quality jobs with short notice, fluctuating working hours, and limited control. These jobs are becoming more prevalent, and while stable schedules allow parents to plan for childcare, unpredictable and unstable schedules challenge meeting childcare needs. These jobs are becoming more prevalent, affecting families' ability to meet their childcare needs.[35]

Regardless of income level, parents who work are impacted by fluctuating or nonstandard work hours. Even in high-paying professions such as doctors, lawyers, investment bankers, and well-compensated sales positions, demanding or unpredictable work schedules are common.[36] However, parents in higher-paying roles often have the financial means to hire in-home care or maintain a spot in a childcare center, even if they do not utilize all the days and hours purchased. These parents may also have control over their schedules or enjoy paid time off without concerns about job security. Nevertheless, parents in these professions still face challenges due to the limited availability of formal, regulated, out-of-home childcare during nontraditional hours.[37]

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[34] Liz, Watson, and Jennifer E. Swanberg. "Flexible workplace solutions for low-wage hourly workers: A framework for a national conversation." *Am. U. Labor & Emp. LF* 3 (2013): i.

[35] Ibid.

[36] Tuttle Brad and Jacob Davidson, "5 High-Paying Jobs That Will Make You Miserable," *Money* (September 9, 2014), https://money.com/jobs-career-unhappy/.

[37] Ibid.

Many Jobs Are Not 9-To-5 Monday-Through-Friday.

On a national scale, approximately 20% of the workforce follows nonstandard schedules. However, the rate is higher among low-income workers (earning below 200% of the federal poverty level) or those in low-wage hourly jobs (paying less than two-thirds the median wage for men), ranging from 28% to 50%.[38] Women, particularly those with low incomes, are more likely than men to work nonstandard hours, and many of them are responsible for young children—nearly 30% of low-income mothers with children under age six work nonstandard hours.[39] Parents who work some hours within the traditional 9-to-5 timeframe also have nonstandard work hours. A combination of standard and nonstandard work hours is the most common parental work schedule for young children in low-income households.[40] In Cook County, Illinois, nearly half of the employed parents receiving childcare subsidies regularly work at least one nonstandard hour, with the majority working at least 16 nonstandard hours per week.[41] In single-parent working households, 27% of the parents' working hours are nonstandard. Furthermore, having two active parents in a family does not guarantee that both parents will avoid working

[38] Enchautegui, María E., Martha Johnson, and Julia Gelatt. *Who minds the kids when mom works a nonstandard schedule?*. Washington, DC: Urban Institute, 2015.

[39] Ibid.

[40] Ibid.

[41] "Chicago Mothers on Finding and Using Child Care during Nonstandard Work Hours," https://ecrp.illinois.edu/v17n1/stoll.html.

nonstandard hours simultaneously.[42] Overall, in households with two working parents, 7% of their combined working hours are nonstandard, which rises to between 11% and 15% in low-income families.[43]

Most parents (72%) choose to work nonstandard schedules out of job necessity rather than personal preference.[44] Many of them report limited alternative job options, and interestingly, the occupations with the highest percentage of nonstandard-schedule workers are also among the fastest-growing.[45] In industries where tipped work is common, such as restaurant service, the most lucrative shifts often fall during evenings and weekends, which creates pressure for employees to seek those shifts. Finding childcare during nonstandard hours becomes a challenge for parents in these industries.[46] Furthermore, individuals who are students, participants in training programs, or military members often have obligations during nonstandard and irregular hours. While it might be assumed that parents in dual-earner households can coordinate their schedules to ensure one parent is available during the day and the other at night,

[42] US Census Bureau, "When Work Isn't 9 to 5: Gender, Industry/Occupational Context and Nonstandard Work Schedules Among Parents," *Census.Gov*, last modified October 8, 2021, https://www.census.gov/library/working-papers/2018/demo/SEHSD-WP2018-22.html.

[43] Ibid.

[44] Enchautegui, "Who minds the kids," 12.

[45] Ibid.

[46] Damhnat, McCann, Rosalind Bull, and Tania Winzenberg. "Sleep deprivation in parents caring for children with complex needs at home: a mixed methods systematic review." *Journal of family nursing* 21, no. 1 (2015): 86-118.

recent census data does not support this notion.[47] Parents with spouses who work a nonstandard schedule are likelier to perform it themselves.[48]

Many Workers Are Given Fluctuating Schedules with Little Advance Notice

Numerous studies have highlighted the prevalence and impact of unpredictable work schedules and nonstandard hours. Research by Lambert et al. found that many service, production, and skilled trades workers receive their schedules with only one week or less notice.[49] This lack of advance notice can disrupt workers' ability to plan their personal lives and arrange childcare and other caregiving responsibilities. Low-wage hourly workers, particularly those in retail and service industries, often experience unpredictable scheduling. Researchers have documented that a significant percentage of these workers, ranging from one in five to about two-thirds, face varying forms of unpredictable schedules.[50] For retail workers, open availability and variable schedules are common requirements.

Employers can now use dynamic variable scheduling software, which allows them to make last-minute changes to employees' schedules, sometimes even within the same day and in small increments of fifteen minutes.[51] This software is becoming increasingly popular and enables managers to hire more part-time employees who are expected to be available on short

[47] US Census Bureau, “When Work Isn’t 9 to 5,”

[48] Ibid.

[49] Susan J., Lambert, Peter J. Fugiel, and Julia R. Henly. "Schedule unpredictability among early career workers in the US labor market: A national snapshot." *Chicago, IL: Employment Instability, Family Well-being, and Social Policy Network, University of Chicago* 6 (2014): 10-12.

[50] Ibid.

[51] Watson, and Swanberg. "Flexible workplace solutions,” i.

notice. However, workers generally do not prefer these scheduling practices. Among retail and food service workers, a significant majority—70%—wish more hours, and 86% desire more consistent and regular schedules.[52] Dynamic scheduling software effectively transfers the risks associated with fluctuating business demands from employers to employees.[53] This trend has been characterized as a redistribution of uncertainty from corporations to families.[54] Large corporations argue that implementing just-in-time business strategies using scheduling software allows them to align staffing levels precisely with customer demand, thereby reducing labor costs and increasing profits.[55] However, recent experimental research in retail stores suggests a different outcome: having predictable employee schedules may lead to higher sales and increased productivity.[56]

Many workers with unpredictable schedules also have caregiving responsibilities for children or other family members. This means they must navigate the challenges of uncertain work hours and juggle their caregiving duties. Research has shown that nearly 30% of low-income mothers with children under the age of six who work nonstandard hours fall into this category. Approximately half work a regular nonstandard schedule, while the other half have an irregular one.[57] Additionally, the impact of unpredictable schedules extends to the well-being of

[52] Ibid.

[53] Ibid.

[54] Ibid.

[55] Lambert Henly, "Schedule unpredictability," 11.

[56] US Census Bureau, "When Work Isn't 9 to 5,"

[57] US Census Bureau, "When Work Isn't 9 to 5,"

children in low-income households. More than one-third of young children and nearly half of Hispanic children in such families have a parent who receives their work schedule with less than one week's notice. This lack of advance notice can create instability and uncertainty in the lives of these families.[58] The volatility of schedules also has financial implications. Part-time frontline retail workers, including sales associates, cashiers, stock associates, and customer service representatives, experience significant fluctuations in their weekly work hours.[59] Part-time frontline (non-managerial) retail workers (e.g., sales associates, cashiers, stock associates, customer service representatives) report the most significant fluctuation in weekly hours among retail workers, with weekly earnings that could vary by almost a factor of two every week.[60]

Many rigid job schedule systems give employees little say in their hours.

Among low-wage hourly workers, approximately half have limited control over important work schedules, such as the total number of hours they work and the specific start and end times.[61] This lack of control means these workers have less influence over when they work and for how long. In addition, mandatory overtime may be required of these workers with little advance notice.[62] This sudden requirement to work additional hours can disrupt workers' personal lives and make it difficult to plan their schedules outside of work. The challenges

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[58] Crosby et a. "Hispanic children's,"

[59] Watson, and Swanberg. "Flexible workplace solutions," i.

[60] Crosby et a. "Hispanic children's,"

[61] Ibid.

[62] Liz, and Levin-Epstein, "Scrambling for stability."

workers face with rigid or unpredictable schedules extend beyond their day-to-day work. These workers experience higher voluntary and involuntary turnover rates than workers with more predictable schedules. This means they are more likely to leave their jobs or be let go, which can negatively affect their employment benefits and eligibility for government programs. Workers' qualification for employer-provided benefits and government programs, such as unemployment insurance and job-protected leave under the Family and Medical Leave Act, often depends on the time they have been on the job. Workers with shorter job tenure, which is more common among those with rigid or unpredictable schedules, are less likely to have access to these benefits and protections.[63]

Childcare during nonstandard hours or on a flexible schedule: high demand, low supply, and unknown quality

The demand for childcare options, primarily licensed childcare, is increasing as more parents work nontraditional or irregular schedules. However, the availability of such childcare options is severely limited. The arrangements that parents manage to make often come with significant problems. According to a survey conducted among low-wage hourly workers, 10% of those in nonstandard-hours jobs have missed work due to childcare issues. Approximately half have experienced workplace consequences, such as penalties, lost pay, or lost benefits. In the restaurant industry, where unpredictable schedules are common, 45% of mothers report facing such schedules, and one in five has lost a childcare provider due to fluctuations in their work

[63] Watson, and Swanberg. "Flexible workplace solutions," i.

schedules.[64] Researchers and news outlets have been highlighting the increasing need for child care and the efforts made by childcare providers and families to adapt.[65] However, despite these efforts, the accommodations provided still fall short of meeting the demand.

The Need for Care during Nonstandard Hours Is High

The demand for nonstandard or irregular-hour childcare is high, particularly in certain areas and among families working in particular sectors. Researchers have found that approximately 29% of childcare requests in one county in Washington State were specifically for nonstandard-hour care.[66] In the District of Columbia, it was estimated that 12% and 23% of young children, depending on their age groups, require care during nontraditional hours. In suburban counties surrounding major cities like New York City and Chicago, many subsidy-eligible children have single parents who work nonstandard hours, and there is a high demand for early morning care.[67] These findings highlight the specific challenges faced by families in these areas. In rural poor counties in Pennsylvania and North Carolina, nontraditional work hours are much more common among low-income families. Center-based childcare options are seldom available in these areas, and families often face greater distances between home, work, and childcare arrangements, requiring reliable transportation.[68]

[64] US Census Bureau, "When Work Isn't 9 to 5,"
[65] Crosby et a. "Hispanic children's,"

[66] Marcia, Stoll, David Alexander, and Christine Nicpon. "Chicago Mothers on Finding and Using Child Care during Nonstandard Work Hours." *Early Childhood Research & Practice* 17, no. 1 (2015):
[67] ensus Bureau, "When Work Isn't 9 to 5.

[68] Crosby et a. "Hispanic children's,"

The demand for childcare services varies significantly across different communities. An analysis in California found that approximately 14% of parental requests were for childcare during evening, weekend, or overnight hours. However, when examining different counties within California, the percentages varied greatly, ranging from as low as 1% to as high as 51%.[69] Similarly, in the District of Columbia, around 9% of parental referral requests were for nontraditional hours of care. Notably, the demand for nontraditional-hour care ranged between 21% and 27% in lower-income neighborhoods.[70] This indicates that low-income families have a higher potential need for childcare during nonstandard hours. One estimate suggests that children from income-eligible families are 75% more likely to require childcare during nontraditional hours than those from higher-income families.[71]

Many young children, including those from low-income Hispanic, white, and black backgrounds, spend a significant portion of their time in nonstandard-hour childcare arrangements.[72] Nationally, infants and toddlers spend approximately half of their time in such care, while preschoolers spend about one-third of their time in similar arrangements. This data suggests a substantial need for accessible nontraditional hours of childcare services. It is worth noting that the demand for such services may exceed the current enrollment numbers, indicating

[69] US Census Bureau, “When Work Isn’t 9 to 5,”

[70] Ibid.

[71] US Census Bureau, “When Work Isn’t 9 to 5,”

[72] Danielle, Crosby, Julia Mendez, Lina Guzman, and Michael López. "Hispanic children’s participation in early care and education: Type of care by household nativity status, race/ethnicity, and child age." *National Research Center on Hispanic Children and Families. Brief* 59 (2016).

a gap between demand and availability.[73] The need for nontraditional child care is high among parents working two-parent homes and those working different shifts.[74] The parent working during nontraditional hours may need childcare services when all other traditional daycare facilities are closed. This prompts the need for nontraditional childcare facilities. Mothers or parents working on shifts may also need nontraditional childcare centers. Shift workers may work during evening and night hours when traditional daycare centers are closed; thus, they may need the services of nontraditional childcare centers. Parents working in two-parent homes may also need nontraditional childcare as they work in the two-parent homes, working nontraditional hours that require them to have their children taken care of at a nontraditional care facility.

Supply Of Nonstandard-Hours Care Is Low

Childcare options during nonstandard or irregular hours are severely limited, leading to frequent disruptions in care arrangements.[75] Nationally, the availability of licensed or registered childcare services during nonstandard hours is notably scarce.[76] Only 8% of childcare centers offer care during nonstandard hours, with a mere 2% providing evening care between 7 p.m. and 11 p.m., 6% offering overnight care, and 3% providing weekend care. Around one-third of registered or licensed family child care providers offer some form of care during nonstandard

[73] Ibid.

[74] Ibid.

[75] Margaret L., Usdansky, and Douglas A. Wolf. "When child care breaks down: Mothers' experiences with child care problems and resulting missed work." *Journal of Family Issues* 29, no. 9 (2008): 1185-1210.

[76] Carolina Milesi, Datta, A. R., S. Srivastava, and Claudia Zapata-Gietl. "NSECE chartbook-home-based early care and education providers in 2012 and 2019: Counts and characteristics." *OPRE Report No. 2021-85* (2021).

hours. On the other hand, family, friend, and neighbor caregivers often provide more flexibility and are better equipped to accommodate nonstandard hour care than licensed providers. Many family, friend, and neighbor providers (FFN) who lack formal registration or licensing offer care during nonstandard hours. Nearly two-thirds of paid home-based providers and 82% of unpaid home-based providers fall into this category. Many of these caregivers, especially those caring for children with whom they have a prior relationship, do so to support the parents.[77] Few children whose parents work nontraditional hours are enrolled in center-based childcare, mostly in family, friend, and neighbor care. It is also common for children who require care during nonstandard hours to have multiple childcare arrangements of the same type or a combination of home- and center-based arrangements.[78] Approximately 40% of children are in various arrangements, compared to 28% of children solely in care during standard hours.[79]

The discussions above show a limited number of nontraditional childcare facilities that provide childcare services during nonstandard working hours. The non-availability of nontraditional childcare facilities can be due to various reasons, including the high cost and resources involved in establishing and maintaining nontraditional childcare facilities. Showing daycare facilities with extended working hours daily and at night requires additional staffing and infrastructure. Such costs and resource requirements may not be financially feasible for most childcare providers. This leads to a limited number of nontraditional childcare facilities.

[77] Ibid.

[78] Ibid.

[79] Enchautegui, María E., Martha Johnson, and Julia Gelatt. *Who minds the kids when mom works a nonstandard schedule?* Washington, DC: Urban Institute, 2015.

The perceived risks of establishing nontraditional childcare facilities may also be the reason for the unavailability of these facilities. It becomes difficult to maintain nontraditional due to security and safety associated with nonstandard hours during the night. This poses a security threat to children under the care of a nontraditional childcare facility. The safety concerns during the odd hours of the night could be why most childcare providers do not have nontraditional hours of childcare in the programs.

Some childcare service providers may not opt to offer nontraditional childcare services due to limited demand for childcare services during nontraditional hours. Most families opt for daycare services instead of nontraditional childcare services. This makes childcare providers focus on most families demanding daycare services, contributing to limited options for those parents who may need nontraditional childcare services.

The Childcare Crisis Is Keeping Women Out of the Workforce

Childcare challenges, particularly for mothers, have become barriers to work and hurt careers[3]. Mothers are more likely than fathers to experience the effects of childcare issues on their professional lives. Access to childcare is crucial for parental employment and overall economic growth, as businesses rely on employees dependent on childcare support[5]. When childcare problems arise, parents may struggle to find alternative options or miss work, leading to reduced hours, lower pay, or leaving their jobs. The financial impact on American businesses is estimated at $12.7 billion annually, while the overall cost of lost earnings, productivity, and revenue due to the childcare crisis is approximately $57 billion per year[7]. These numbers

highlight the significant economic consequences of inadequate childcare support for families and businesses [8].

The report highlights the link between childcare and maternal employment, showing how improving access can boost working mothers' employment and earnings. It presents findings from the ECPP analysis, indicating challenges in finding childcare and its impact on workforce participation. The report also includes insights from a national poll on parents' career decisions with better childcare availability. It concludes with essential federal policy solutions to support working mothers.

Working Mothers and the Childcare Crisis

The rising cost of childcare has become a significant burden for families, especially for parents, particularly mothers, who rely on it to work and earn an income. In the past two decades, childcare costs have more than doubled[80] while wages have remained relatively stagnant.[81] As a result, many parents find that a significant portion of their paycheck goes towards childcare expenses, leading some to consider leaving the workforce.[82] Unfortunately, mothers are often forced to make this difficult tradeoff.

[80] "BLS Data Viewer," https://beta.bls.gov/dataViewer/view/timeseries/CUSR0000SEEB03.

[81] Pew Research Center, "For Most Americans, Real Wages Have Barely Budged for Decades | Pew Research Center," *Pew Research Center*, last modified May 30, 2020, http://www.pewresearch.org/fact-tank/2018/08/07/for-most-us-workers-real-wages-have-barely-budged-for-decades/.

[82] Gould, Elise, and Tanyell Cooke. "High-quality childcare is out of reach for working families." *Economic Policy Institute Issue Brief* 404, no. 4 (2015).

Research indicates that the combination of expensive childcare and limited financial assistance is causing mothers to exit the workforce. Unlike other major developed nations where women's labor force participation continues to grow[83], the United States has experienced stagnation in this regard over the past two decades. The high cost of childcare plays a significant role in this trend. One study found that the increasing cost of childcare led to a 13% decline in the employment rate of mothers with children under the age of 5.[84] Furthermore, the lack of supportive policies, such as accessible childcare and paid family leave, contributes to about one-third of the decrease in women's labor force participation when comparing the United States to 22 other Organization for Economic Cooperation and Development (OECD) countries.[85]

Research consistently shows that policies reducing childcare costs and increasing access to early childhood education programs positively affect maternal labor force participation. Such policies can increase participation by up to 15%.[86] In Washington, D.C., introducing two years of free universal public preschool in 2009 led to a 12% increase in labor force participation among mothers with young children, with 10% directly attributed to universal preschool. [87]These

[83] Bridget Ansel, "Is the Cost of Childcare Driving Women out of the U.S. Workforce?," *Equitable Growth* (April 19, 2018), https://equitablegrowth.org/is-the-cost-of-childcare-driving-women-out-of-the-u-s-workforce/.

[84] So, Kubota, "Childcare costs and stagnating female labor force participation in the US." *Princeton University dissertation* (2017).

[85] Black, Sandra E., Diane Whitmore Schanzenbach, and Audrey Breitwieser. "The recent decline in women's labor force participation." *The* 51 (2017): 5-17.

[86] Taryn W, Morrissey, "Childcare and parent labor force participation: a research literature review." *Review of Economics of the Household* 15, no. 1 (2017): 1-24.

[87] Rasheed, Malik, "The effects of universal preschool in Washington, DC: Children's learning and mothers' earnings." Washington, DC: Center for American Progress. Accessed June 25 (2018): 2019.

findings highlight the importance of implementing measures to address financial barriers to childcare.

Expanding mothers' access to childcare and workplace support is crucial as their incomes contribute significantly to American families. Around 70% of mothers are in the labor force, 42% being the primary breadwinners in 2015.[88] Black and Latina mothers have even higher workforce participation rates, with 71% and 41% acting as direct economic support.[89] However, many mothers face challenges due to low-wage jobs, irregular schedules, and limited affordable childcare options that align with their work hours.[90] These obstacles make it difficult for mothers to remain in the workforce, full- or part-time.

Problems with childcare, leading to job changes or leaving the workforce, can have tangible consequences for families' economic security and mothers' long-term earnings. Caregiving obligations that hinder parents' ability to work contribute to the fact that half of young children in the United States live in low-income families.[91] The lack of affordable childcare results in an estimated annual loss of $8.3 billion in wages for American families.[92] Even a short time away from work can significantly impact earnings, as women who took just one year off experienced a 40% lower income over 15 years compared to those who did not take

[88] Ibid.
[89] Ibid.
[90] Ibid.
[91] Michael, Markowitz, Alex Rowell, and Katie Hamm. "Calculating the hidden cost of interrupting a career for child care." *Washington: Center for American Progress* (2016).
[92] Ibid.

time off.[93] Leaving the workforce can also result in lost retirement savings and benefits for mothers, creating long-lasting financial consequences.[94]

How the Current Childcare System Fails Working Families

This section presents important findings based on the author's analysis of the 2016 Early Childhood Program Participation Survey (ECPP), the most recent available year of the survey. The study examines families' encounters in locating childcare and how these experiences are connected to mothers' employment. The ECPP encompasses data from 5,837 children and is a nationally representative survey containing 21.4 million children from birth to age 5.

The primary challenges families face when seeking childcare are cost (31%), lack of available slots (27%), and concerns about quality (22%).[95] These findings align with existing research that emphasizes parents' various obstacles in accessing childcare. Although childcare costs vary across states and settings, the national average cost for one child in a center is approximately $10,000 per year, which exceeds the financial means of many families with young children.[96] Additionally, many families struggle to find suitable childcare options in the first place. A nationally representative survey revealed that two-thirds of parents have limited realistic options, with only one or a few choices for their child. Furthermore, a recent analysis by CAP

[93] National Center for Education Statistics, "National Household Education Surveys Program (NHES) - Access NHES Public Use Data through Direct Downloads," https://nces.ed.gov/nhes/dataproducts.asp#2016dp.

[94] Ibid.

[95] Ibid.

[96] Rasheed, Malik, Katie Hamm, Leila Schochet, Cristina Novoa, Simon Workman, and Steven Jessen-Howard. "America's childcare deserts in 2018." *Center for American Progress* (2018): 3-4.

found that half of Americans reside in childcare deserts, where licensed childcare options are scarce, regardless of cost.[97]

Conclusion

Christians may have different views regarding the church's role in childcare institutions. These views of Christians can be multifaceted based on the specific denominational beliefs and the church's priorities. The church's involvement in childcare organizations can be found on the level of particular roles the church plays in childcare institutions. The roles and support offered to the childcare institutions by the church depend on the church's size, theological beliefs, and resource availability. The church plays various roles in childcare institutions as viewed among different denominations, as discussed below.

Most Christians view the church as a source of financial support to childcare institutions. Childcare institutions needing financial backing run to the church for support through donations, fundraising efforts, and seeking grants[98]. This ensures that these institutions have adequate resources to care for the needy children under their care. While there are other ways of getting financial support from childcare institutions, most of these organizations find the church their easiest target for help in times of difficulty. The reason for prioritizing the church as their source of assistance is its generosity and value of giving as instructed in the Holy Scriptures,

[97] Ibid.

[98] Cheng, Enoch, and Sisi Meng. "The Spatial Distribution of Religious Organizations in the United States and their Socioeconomic Characteristics." *Applied Spatial Analysis and Policy* (2023): 1-24.https://link.springer.com/article/10.1007/s12061-022-09491-x

Deuteronomy 15:11, ‘’for there will never cease to be poor in the land. Therefore, I command you, ‘’You shall open wide your arms to your brother, to those in need, and the poor, in your hand.’’ The scripture offers Christians the view that the church should provide the needed financial to childcare institutions through donations, grants, or fundraising efforts to help the institutions care for the children[99].

Churches also have a role in championing justice for abused children living in childcare institutions. Christians believe that some children in childcare organizations may have faced social injustices, including sexual abuse and harassment[100]. As a result, the church's role is to seek justice for these children to ensure their safe living and development. The church's best practice of compassion work is to advocate for social justice through networking with relevant authorities and community mobilization for restorative justice to offer safe havens for children living in childcare institutions[101]. As the Holy Scriptures indicates in Isaiah 1:17, ‘’learn to do good; seek justice, correct the oppression, bring justice to the fatherless, and please the widow’s cause.’’ Churches should advocate for children’s rights and well-being in childcare organizations. The church’s role in supporting the child’s social justice is to create awareness

[99] Cheng, Enoch, and Sisi Meng. "The Spatial Distribution of Religious Organizations in the United States and their Socioeconomic Characteristics." *Applied Spatial Analysis and Policy* (2023): 1-24.https://link.springer.com/article/10.1007/s12061-022-09491-x

[100] Tse, Thomas Kwan Choi. "Biblical stories removed, Christian beliefs retained: religious elements in the life education curriculum of Hong Kong’s Methodist Church primary schools." *Journal of Beliefs & Values* 41, no. 1 (2020): 102-113. https://doi.org/10.1080/13617672.2019.1616399

[101] Alisauskiene, Milda, and Ausra Maslauskaite. "Religious identity and family practices in a post-communist society: the case of division of labor in childcare and housework." *Religions* 12, no. 12 (2021): 1040. https://doi.org/10.3390/rel12121040

concerning problems affecting children in childcare institutions and influence various legislations and policies that can affect children's welfare.

CHAPTER 3: PLAN OF IMPLEMENTATION

The data drawn from the National Institutes of Health-funded cluster randomized control trial of the *Healthy Me, Healthy We* (HMHW) conducted between 2015 and 2017 will be used for this evaluation. The HMHW intervention was developed to promote a relationship between parents and early childhood educators (ECE) to facilitate active play and healthy eating among children between 3 and 4 years old.[102] The HMHW program was an 8-month social marketing campaign delivered over the school year.

The effectiveness of the HMHW intervention has been evaluated to increase the period of children's active play and improve the quality of their dietary intake (Clinical Trials ID: NCT02330354).[103][104] The participants for the intervention program were recruited in two waves. The ECE centers for the trials were randomized to either delayed intervention control group or deliver HMHW. Prior analysis of the intervention warranted additional research, given that during Wave 1 of the trial, parental engagement was below the desired level. Further research should examine the barriers and facilitators ECE providers need to implement HMHW and engage with parents adequately.

[102] Vaughn AE, Bartlett R, Luecking CT, Hennink-Kaminski H, Ward DS. Using a social marketing approach to develop Healthy Me, Healthy We: a nutrition and physical activity intervention in early care and education. Transl Behav Med. 2018. doi:10.1093/tbm/iby082

[103] Krebs-Smith SM, Pannucci TE, Subar AF, et al. Update of the Healthy Eating Index: HEI2015. J Acad Nutr Diet. 2018;118(9):1591-1602. doi:10.1016/j.jand.2018.05.021

[104] Hennink-Kaminski H, Vaughn AE, Hales D, Moore RH, Luecking CT, Ward DS. Parent and child care provider partnerships: Protocol for the Healthy Me, Healthy We (HMHW) cluster randomized control trial. Contemp Clin Trials. 2018;64:49-57. doi:10.1016/J.CCT.2017.11.007

Healthy Me, Healthy We Intervention

Intervention development and Conceptual model

The social marketing approach, a six-step process, was used to design and develop the HMHW.[105][106] The six steps are a) initial planning that includes numerous reviews of literature,[107] b) formative research focusing on parents and ECE providers,[108] c) development of strategies that include the testing of concepts and developing the conceptual model to test the initial ideas with parents and ECE providers, d) development of the program with the focus being on testing the intervention materials and strategies for implementation, e) implementing the intervention at scale, and f) monitoring and evaluating the intervention and the associated outcomes.[109]

The HMHW intervention is a multilevel intervention program that targets providers of ECE representing the organization, caregivers (interpersonal), and children (individuals). Given the target population, Social Cognitive Theory, Exchange theory, and Social-Ecological framework guided the development and implementation of the HMHW. The mentioned frameworks and theories were used to identify the appropriate midstream and downstream audiences, integration levels, and the specific constructs that would be used to initiate a behavior change. The social cognitive theory prioritizes two key constructs: skills and knowledge. In

[105] Andreasen AR. Social Marketing: Its Definition and Domain. J Public Policy Mark. 1994;13:108-114. doi:10.2307/30000176

[106] Grier S, Bryant CA. Social marketing in public health. Annu Rev Public Health. 2005;26(1):319-339. doi:10.1146/annurev.publhealth.26.021304.144610

[107] Luecking CT, Hennink-Kaminski H, Ihekweazu C, Vaughn A, Mazzucca S, Ward DS. Social marketing approaches to nutrition and physical activity interventions in early care and education centres: a systematic review. Obes Rev. 2017;18(12):1425-1438. doi:10.1111/obr.12596

[108] Hennink-Kaminski H, Ihekweazu C, Vaughn AE, Ward DS. Using Formative Research to Develop the Healthy Me, Healthy We Campaign. Soc Mar Q. 2018;24(3):194-215. doi:10.1177/1524500418785357

[109] Hennink-Kaminski et al. “Parent and child care provider partnerships” 49-57

contrast, the Exchange theory identifies the perceived barriers and benefits that may affect the behaviors of parents and ECE providers.

Intervention Components

The components of HMWH are a kick-off event that begins the intervention, four six-week units, and a celebration event that concludes the intervention process.

Kick-off event. The kick-off event is designed to a) ensure that parents and children are informed of the intervention, b) ensure that teachers, parents, and children are excited about the intervention, c) emphasize the significance of committing to what the intervention is all about: "Just Try It" and "Play Smart. Eat Smart. Rest the Tech". During the kick-off event, the ECE centers will hang the Unit 1 poster and Classroom Promise, hang the HMHW banners, and invite parents to attend and participate in the HMHW. The ECE centers at home, and center will sign the Fit Family Promise and engage in classroom activities to help providers introduce the song and dance for HMHW. In the second wave of the kick-off event, teachers can discuss and present the intervention by reading the Welcome Letter by Dr Fitbodi, a character intervention expert. Besides the mentioned roles, the ECE centers may individualize the event by selecting the location, time, and after-activity snacks offered to participants.

Unit activities. After the kick-off event, the four six-week units are the second component of the HMHW intervention. The four six-week units will include activities at home and in the classroom. The unit's themes are play more or active play, characterized by thirst and consuming the right beverages. The second theme emphasizes togetherness: the family engaging in fun physical activities and sharing healthy meals. The third theme is increasing healthy

snacking and reducing screen time in what is called Let's Move and Find Our Snacking Groove. Theme four seeks to encourage participants to try new physical activities and healthy foods used to try a new thing in spring. All the themes for home and school activities will be available online and on paper.

Classroom: The components in this unit help teachers model and promote habits of physical activities and healthy eating in the school. The components are also designed to promote effective communication between parents and ECE providers to ensure that the learning and practice of habits learned at home continue in the classroom. Some of the classroom components are activity cue cards and unit posters. The activity cue cards highlight 16 classroom activities designed to equip children with the skills and knowledge needed to achieve the unit objectives. Unit posters remind teachers and children of the unit objectives by tracking the engagement and completion of classroom tasks. To ensure the utilization of the activity cue cards and unit posters, the classroom activities will reference specific academic standards where appropriate besides aligning with the curriculum standards.

Home: similar to classroom components, parents will use home components to emphasize the topics and healthy habits taught in the classroom. The components of the home unit include our turn guides, nutritional family guides, and activity trackers. The family guide utilizes a magazine format to inform on the benefits of healthier behaviors, introduce the unit's goals, and provide parents with suggestions on what to do with their children to achieve their fit family promise by adopting healthy habits. The social cognitive theory will inform the contents of the magazine as it will incorporate themes developed as a result of working with parents (---). In the

magazine, the target behavior for each unit, the benefits of the behavior, the strategies that will foster a behavior change, and how the common barriers can be addressed. The magazine will aim to offer the home version of school activities. Our turn cards prompt parents to complete the at-home version of school activities after completing classroom activities. An activity tracker will be used and posted as a visual prompt and a reminder of the unit goals to track the activities conducted in the classroom and at home.

Celebration event. The goals of the celebration event are a) fun and model healthy parties, b) acknowledge the progress towards adopting healthy habits, and c) enjoy time with families. In this phase, the ECE centers will use emails, newsletter articles, and flyers to inform parents of the event, help children to perform the HMHW song, encourage teachers to use the Healthy We button, display a certificate of completion, show the progress of the program and award children with the healthy we button.

Implementation Strategy

Given its multilayered intervention, multiple levels of support and implementation will be required for the HMHW. Therefore, ECE providers will seek the support of the implementation staff to deliver the center-based portion of the HMHW. The research team, part of the implementation support, will develop and deliver the intervention material, review the information and process of implementing the intervention, provide two interactive educational meetings, and develop and deliver educational manuals.[110] The research team will offer

[110] Hennink-Kaminski et al. "Parent and child care provider partnerships" 49-57

centralized technical assistance and resources to support classroom activities. On the other hand, the ECE providers will help parents implement the home-based version of the HMHW. As part of their activities, the ECE providers will prompt parent's participation in the home activities, provide intervention materials, and invite parents to participate in the celebration event.

Determinant and Evaluation Frameworks

Aims 1 and 3

The RE-AIM framework will guide HMHW's evaluation efforts.[111] The RE-AIM framework encompasses the reach, effectiveness, adoption, implementation, and maintenance of HMHW within the community.[112] As a construct of the RE-AIM framework, *reach* describes the individual-level measure used to establish how many people will willingly participate in a specific intervention and whether they adequately represent their target populace. *Effectiveness or efficacy* describes an innovation's positive and negative economic, behavioral, and psychological impacts. Adoption is an organizational-level measure used to identify the exact number of intervention agents who willingly adopt innovation and whether they represent their target population. Another organizational-level measure is *implementation*, which describes the scope of the implemented innovation. *Maintenance* can be either an individual-level or an organizational-level measure depending on the effects of the innovation or the institutionalization of the innovation, whether a particular innovation over some time.

Besides the RE-AIM framework, the implementation outcomes (feasibility, appropriateness, acceptability) of HMHW will be selected using the framework developed by Protector et al. With the implementation outcomes, RE-AIM dimensions are crucial in evaluating the value of innovation, its potential, and widespread development and distribution.

[111] Glasgow RE, Vogt TM, Boles SM. Evaluating the public health impact of health promotion interventions: the RE-AIM framework. Am J Public Health. 1999;89(9):1322- 1327. doi:10.2105/AJPH.89.9.1322 193

[112] Glasgow RE, Harden SM, Gaglio B, et al. RE-AIM Planning and Evaluation Framework: Adapting to New Science and Practice With a 20-Year Review. Front Public Heal. 2019;7:64. doi:10.3389/fpubh.2019.00064

Aim 2

The consolidated framework for implementation research (CFIR) [113] and Epstein's framework for school-family-community partnerships[114] will be used to explore the implementation of HMHW and determinants of parental engagement. Educators will use the six types of involvement and practices identified in Epstein's framework for school-family-community partnerships to foster engagement between families and academic institutions. Learning at home, parenting, volunteering, making decisions, communicating, and collaborating with the community exemplify the six types of involvement. Epstein's framework offers educators practical guidance on how to develop a comprehensive partnership program. The researchers will also use the framework to frame the research questions and findings to enhance their practical implications.

Unlike the Epstein framework, the CFIR is a meta-theory with 38 constructs summarized in five areas.[115] The constructs for each domain were drawn from prevailing theories and how they are associated with effective implementation. The domains include the intervention features that have adaptability, quality, and strength and the inner setting characterized by the climate and culture of the implementation. Other domains are individual characteristics such as a particular

[113] Epstein JL. School/Family/Community Partnerships: Caring for the Children We Share. Phi Delta Kappan. 2010;92(3):81-96.

[114] Damschroder LJ, Aron DC, Keith RE, Kirsh SR, Alexander JA, Lowery JC. Fostering implementation of health services research findings into practice: a consolidated framework for advancing implementation science. Implement Sci. 2009;4(1):50. doi:10.1186/1748-5908-4-50

[115] Damschroder LJ et al. "Fostering implementation of health services research findings into practice" (2009)

change state and self-efficacy in outer settings characterized by incentives and external policies. The last domain is the implementation process, which includes planning and execution of the intervention. The CFIR framework does not highlight the specific mechanism with which the domains interact despite the hypothesis that the domains interact in complex ways. Researchers use the constructs in the framework to minimize the participation burden comprehensively and systematically while selecting the relevant constructs for its implementation.[116] The researcher will focus on the process and inner setting domains for this project. This cluster randomized control trial will evaluate the packaging, quality, and complexity of the HMHW intervention and assess the beliefs and knowledge of parents and the providers of ECE.

Study Population and Protocols

Aim 1

The researcher will collect the data for Aim 1 as part of the cluster randomized control effectiveness trial for the HMHW and two-arm. For Aim 1, participant recruitment will be through convenience sampling, where a sample of 92 working mothers and parents in central North Carolina will be recruited in two waves. The researcher will target both suburban and rural counties, and the ECE centers will be selected if their quality rating is between 3-5 or their GS status is 110-106; at least one of their classrooms is dedicated to 3- and 4-year-old children. The ECE centers will also be eligible for this study, which was not tailored for only special needs children and offered lunch to the children. The researcher will identify qualified ECE centers for

[116] Brehaut JC, Eva KW. Building theories of knowledge translation interventions: Use the entire menu of constructs. Implement Sci. 2012;7(1):114. doi:10.1186/1748-5908-7-114

this study using a publicly available database of licensed programs in the North Carolina Division of Child Development.

The recruitment of participants for this project will be multi-phased, with the researcher first targeting ECE directors, teachers, and working mothers. The researcher will invite participants to the study via email and conduct a follow-up with a phone call. The phone calls will be to confirm participation and arrange in-person meetings with the working mothers to discuss the contents of the study, eligibility, screening, and signing of the informed consent.

The process of collecting data will be two-phased. The researcher will collect data from self-reported surveys and observe working mothers and children after eight months of intervention and at baseline. The evaluation process will be managed throughout the intervention from the randomized ECE centers to the intervention group. The RE-AIM framework will develop the evaluation process by assessing its reach, effectiveness, adoption, maintenance, intervention fidelity, implementation, and context.[117] [118] [119] Process measures will include semi-structured interviews, observations, and self-report surveys. The researcher will give working mothers a free lunch for completing and returning the data collection process. The researcher will conduct all the processes following IRB in New York.

Aim 2

[117] Glasgow et al. "Evaluating the public health impact of health promotion interventions" (1999); 1322-1327

[118] Bellg AJ, Borrelli B, Resnick B, et al. Enhancing Treatment Fidelity in Health Behavior Change Studies: Best Practices and Recommendations from the NIH Behavior Change Consortium. Heal Psychol. 2004;23(5):443-451. doi:10.1037/0278-6133.23.5.443 197

[119] Dane A V, Schneider BH. Program integrity in primary and early secondary prevention: are implementation effects out of control? Clin Psychol Rev. 1998;18(1):23-45.

Aim 2 will adopt a concurrent, parallel mixed methods approach.[120] The mixed-methods approach will investigate working mothers with low or high engagement with HMHW in the second wave of randomized control trials. The opportunity for triangulation of the study results and a detailed description of the inconsistencies between high and low cases informs the choice of a mixed-methods approach.[121] The participants for this study will include 29 ECE centers and at least 300 working mothers randomized to the intervention group in the second wave of the HMHW trial. The IRB will approve all of the study protocols.

In extreme cases, purposeful sampling will be used to identify and recruit 10 ECE centers with low and high levels of parental engagement in the HMHW intervention. The process evaluation data from the cluster randomized control trial will be used to develop a comprehensive and center-level measure for parent engagement. Working mothers and ECE center directors will be the data sources for this complete measure level. After generating the data on parental engagement, the researcher will rank the ECE centers from the lowest to the highest. The purpose will be to recruit at least three high-engagement and low-engagement ECE centers.[122] The center directors will be contacted via email and phone, and they will also help identify parents willing to participate in the HMHW intervention. In this phase, the researcher will seek to recruit three low-engaging and four high-engaging ECE centers and at least 28 working mothers. Working mothers will complete a phone interview and semi-structured

[120] Creswell JW, Plano Clark VL. I am designing and Conducting Mixed Methods Research. 3rd ed. Thousand Oaks, CA: SAGE Publications, Inc.; 2011.

[121] Creswell and Plano. "Designing and Conducting Mixed Methods Research" 2011

[122] Palinkas et al. "Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research" (2015), 533-534

interviews. The researcher will obtain verbal consent via phone before collecting data. The participants will also complete a demographic survey and assess the relationship quality between ECE directors and families. The interviews will last at least 60 minutes, and the participants will receive no funds for this is a voluntary participation. The semi-structured interviews will be performed by one experienced interviewer who will also audio-record the interviews.

Aim 3

In this Aim, the researcher will seek to enhance parental engagement by evaluating the effectiveness of enhanced implementation strategy compared to the historical control group using the quasi-experimental research design. The convenience sample used in the second wave of the cluster randomized control effectiveness trial will be used for this Aim.[123] The eligibility criteria will use the requirements established for Aim 1. In this enhanced implementation strategy, 29 ECE centers randomized to deliver HMHW and 22 for the delayed intervention group will participate in the second cohort. Working mothers who will complete and return the anonymous survey will be allowed to participate in the study after IRB approval. The data for this quasi-experimental research will be collected before, during, and after the eight-month intervention period. Self-reported survey questionnaires, semi-structured interviews, and observations will be the data sources and will happen in two phases, cohort 1 and cohort 2.

[123] Hennink-Kaminski et al. "Parent and childcare provider partnerships" (2018), 49-57

Before the intervention, trained and blinded data collectors will complete the observations and document the policies regarding parental engagement in screen time, physical activity, nutrition, learning, and outdoor play. The study interventionist will conduct Semi-structured interviews and observations near the completion of units 1 and 3. All the participants will be required to complete a demographic survey upon entering the study. In contrast, at the end of the study, working mothers and ECE directors will survey the general implementation of the program.

The second cohort for the enhanced implementation will complete an additional survey after the intervention to assess feasibility, appropriateness, and acceptability. The purpose will be to improve the quality of family and teacher relationships and promote healthier behaviors for children.[124] ECE providers in cohort 2 will also complete an organizational characteristic survey about the strategies that will be used to initiate and engage parents with the HMHW intervention. The ECE providers will participate in the semi-structured interviews after the intervention. Four trained research team members will conduct the interviews, expected to last at least 45 minutes. The participants will receive $0 as compensation; however, working mothers were not eligible for compensation since the survey was anonymous.

Implementation Strategies

The implementation strategy will include providing parents with the intervention materials and encouraging the parents to participate by inviting them to attend the HMHW event

[124] Proctor E, Silmere H, Raghavan R, et al. Outcomes for implementation research: conceptual distinctions, measurement challenges, and research agenda. Adm Policy Ment Health. 2011;38(2):65-76. doi:10.1007/s10488-010-0319-7

at the ECE center. Implementing the enhanced strategy for cohort 2 will be based on the results of Aims 1 and 2. The two-way communication approach will be used to obtain feedback from working mothers about their experiences with HMHW at home and also partner with ECE providers to address participation barriers. Some two-way communication activities will include conversation starter cards sent to parents via email or social media to initiate a general discussion of children's physical activity and eating habits. It should be noted, however, that face-to-face interaction with working mothers may prove challenging. For cohort 2, technical assistance and content training will improve the ECE provider's communication with the parents. At each level of individual training, the researcher will discuss the different communication strategies, such as behavior change technique (BCT), with the participants, especially through demonstration, pitch practice, and providing the necessary feedback.[125]

The participants will also be trained on goal setting, conversation planning, and execution to address communication barriers, ask parents to participate in the intervention program, and how to use feedback from parents to develop strategies for effective ECE implementation. The training for each individual will last for approximately 30 minutes. The researcher will include the materials program directors will use in the planning materials to plan and follow up with HMHW experiences reported by parents and families. The first technical assistance will help ECE centers set their goals and expectations of the programs and how to partner with the parents.

[125] Michie S, Richardson M, Johnston M, et al. The Behavior Change Technique Taxonomy (v1) of 93 Hierarchically Clustered Techniques: Building an International Consensus for the Reporting of Behavior Change Interventions. Ann Behav Med. 2013;46(1):81-95. doi:10.1007/s12160-013-9486-6

At midpoint training and technical assistance visits, the researcher will be used to follow up on the goals and program expectations.

Measures

Process evaluation and implementation outcomes

Process evaluation and implementation outcomes will examine the factors influencing implementation and external validity in Aims 1 and 3.

Recruitment and attendance logs

The researcher will track and assess the centers eligible for the study and why they might be excluded from randomization. The researcher will track the attendance of ECE providers, the setting where the program will be offered, and all the midpoint and baseline training for all the opportunities offered.

Training evaluations

The participants (working mothers) will respond to open-ended questions after each midpoint and baseline training, focusing on how the training might be enhanced. Before the study, the researcher will monitor how the intervention materials will be distributed and document the resources needed for the training. Reflecting on participant engagement, themes expressed by HMHW, topics of interest, and any other thoughts on intervention training.

Observations

The researcher will conduct two observations at each ECE center during the intervention period. Visits will occur near the ends of Units 1 and 3, where an observation checklist will be

used to document the fidelity of the intervention materials and display and use posters in classrooms. The observation checklist will also assess the children's interest in physical activities, the teacher's ability to deliver the activity, and how the classroom activities will be monitored. The researcher will also take notes on things that may influence the implementation of the HMHW.

Parent surveys

Parents will complete a 74-item survey in Aim 1 to assess the feasibility, acceptability, and implementation of HMHW. Parents will report their exposure to the intervention using 18 items and use a 5-point scale to rate the individual acceptability of the components of the interventions. The parents will also address their beliefs and behaviors towards active play and healthier eating in 3–4-year-olds by assessing the feasibility of HMHW using a 5-point scale.[126] In Aim 3, the researcher will retain 18 items from the survey used in Aim 1 to assess parental engagement or implementation of the program. The researcher will add a question to determine parent's exposure to starter conversation cards. The parent survey will have 62 items.

Fidelity

To assess teachers' and parents' competence, adherence, enactment, and exposure to HMHW, the researcher will create a fidelity index for Aim 1 (84,82). The index will have 35 items, including surveys from parents after the intervention and observations from the researcher. The items evaluating how parents implement the program will include exposure to intervention

[126] Vaughn AE et al., "Using a social marketing approach to develop Healthy Me, Healthy We" (2018)

materials, use of intervention materials, invitation to the program, and prompts to engage at home.

Policies and practices about parent engagement with health promotion

The document review component of the environment, policy assessment, and observation tool will be completed by trained, blinded to randomization, and trained data collectors in Aims 2 and 3.[127] The prepared data collectors will complete a document reviewing the specific structured practices and center policies related to parental engagement regarding physical activity, outdoor playing, screen time, and nutrition. The EPAO has a stronger inter-observer agreement of 79.29% for document review.[128]

Parent engagement

The researcher will develop a comprehensive, center-level measure of parent engagement in Aim 2. The measure will identify the ECE centers with high and low HMHW engagement among parents. The researcher will use the data sources described in the cluster randomized control trial to develop the measure. Before generating the scores for the parent scale, the individual items from the parent survey will be averaged (range: 0-45). The final score for the parent engagement will be developed by summing all the sub-scales. The scale with higher scores will indicate higher parental engagement. For aim 3, the researcher will evaluate the primary outcome of parent engagement, which will be assessed through parent-level and center-level indicators. The process evaluation and implementation outcome measures from technical

[127] Ward D, Hales D, Haverly K, et al. An instrument to assess the obesogenic environment of child care centers. Am J Health Behav. 2008;32:380-386. doi:10.5993/AJHB.32.4.5

[128] Ward et al. "An instrument to assess the obesogenic environment of child care centers" (2008), 380-386

assistance visits, semi-structured interviews (center-level measure), and parent surveys after the intervention (parent-level).

The questions that will be used for center-level measures for parent engagement will focus on the factors that influence the classroom implementation of the intervention and how ECE providers perceive the participation of families at home. The research team members will assess the rigor of the responses to determine the final scores and resolve the inconsistencies. For parent-level measures, the researcher will use a self-reported survey with 21 items to explore how parents report reception of intervention materials, participate in the celebration and kick-off events, participate in home activities, and use intervention materials to understand the intervention. The parent scores will be generated for each item using two-, three-, or five-point Likert scales. In the enhanced implementation group, parents will complete the short form of the Family and Provider/Teacher Relationship Quality measure (FPTRQ) (167).

Semi-structured interviews

The researcher will conduct semi-structured interviews with all three aims. The semi-structured interviews will assess the challenges and satisfaction of implementing the HMHW intervention. The semi-structured interviews will also be used to collect data that will provide a detailed understanding of the strategies, facilitators, and barriers that may influence ECE provider's engagement with parents in HMHW. For Aim 3, the semi-structured interviews will be used to explore the strategies that will guide an enhanced implementation approach. The semi-structured interviews for Aim 1 will be face-to-face, while phone interviews will be conducted for Aim 2 and 3. The researcher will begin each of the semi-structured interviews by

explaining the purpose of the study expectations and obtaining verbal consent. With permission, the researcher will audio record the semi-structured interviews using a digital recorder. The researcher will also take field notes during the semi-structured interviews.

Demographic Information

Before participating in any of the data collection processes, the participants (working mothers) will complete a demographic survey. Parents will provide the researcher with their marital status and household income information. The teachers and directors included in this study will provide the researcher with information on the length of the ECE center, position, race, gender, age, and levels of education. Other information will be the number of children attending the center, childcare subsidies, and the use of a healthy living curriculum.

Analysis

Aim 1

The researcher will describe the demographic features of the study sample using descriptive statistics such as standard deviations, means, and frequencies. The implementation support provided by the researcher will be measured using frequencies. In contrast, the fidelity of implementing the intervention among parents and ECE teachers will be measured by generating the composite scores using the 35-item index. For each item, a score of ‘0’ will indicate a lack of fidelity, while a score of ‘1’ will indicate fidelity and, as such, implementation. A single-level score will be created since multiple parents and classrooms will participate in the HMHW. The descriptive statistics will be used to report fidelity, and all the analyses will be performed in SAS version 9.4.

The researcher will use rapid qualitative analysis measures to convert qualitative data to quantitative data.[129] Quick qualitative analysis is similar to traditional qualitative analysis methods only because they are effective for the timely analysis of large data.[130] The researcher will create a template to streamline the contents of the interviews before transcription. The interview questions will guide the researcher in developing a coding template to help identify the elements related to the evaluation, adherence, and implementation quality, as well as barriers and facilitators of intervention. After transferring all the data to the coding template, the researcher will reduce the data to an Excel document to quickly analyze missing items.

Aim 2

The researcher will use the mixed-methods analysis approach to analyze qualitative and quantitative data separately but simultaneously. The results will then be merged to identify and interpret areas of the content that are contrasting or overlapping in high and low parent engagement groups (66, 67). The researcher will treat both forms of data equally, as the primary focus will be to explore and identify areas where the content overlaps between the data sources (66). The relationship between FPTRQ scores and parent engagement scores will be evaluated for quantitative analysis using the Pearson correlations. The SAS version 9.4 will be used for the study.

[129] Watkins DC. Rapid and Rigorous Qualitative Data Analysis. Int J Qual Methods. 2017;16(1):160940691771213. doi:10.1177/1609406917712131

[130] Taylor B, Henshall C, Kenyon S, Litchfield I, Greenfield S. Can rapid approaches to qualitative analysis deliver timely, valid findings to clinical leaders? A mixed methods study comparing rapid and thematic analysis. BMJ Open. 2018;8(10):e019993. doi:10.1136/bmjopen-2017-019993

The qualitative data analysis will begin with the researcher transcribing the audio-recorded interviews and conducting member checking of the interview transcripts—interactive thematic analysis with MAXQDA analytics pro-student (VERBI Software, 2016, Berlin: Germany).[131] The researcher will use the constructs of the Epstein framework, and CFIR will be used to develop the initial coding framework and the interview guide. To ensure rigor, the researcher will allow members of the research team to code the transcripts independently and review them for accuracy and consistency. To ensure that the coding framework includes all the additional codes, the researcher will periodically review the coding framework.[132] The MAXQDA analytics pro-student will merge the interview data with the survey data. Thematic data and survey matrices will be generated to foster the interpretation of the data based on the levels of parental involvement.[133]

Aim 3

Primary Outcome

Parent- and center-level indicators will be used to evaluate the primary outcomes of parent engagement. A linear regression model will measure the differences in parent engagement at the center-level indicator. The model will include policies on parent engagement with health promotion as covariates and to control for the differences in the period worked in the ECE center. On the other hand, a mixed-effect model with a random intercept will be used to measure

[131] Saldaña J. The Coding Manual for Qualitative Researchers. SAGE Publications; 2013.
[132] Saldana, "The Coding Manual for Qualitative Researchers"
[133] Yin RK. Case Study Research: Design and Methods. 4th ed. Thousand Oaks, CA: SAGE Publications, Inc; 2009.

the differences between the groups in the parent-level indicator. Cohen's d will be used to estimate effect sizes.[134] SAS version 9.4 will be used for all statistical analyses, and the statistical significance will be set at $p < 0.025$ (for two primary outcomes). When modeling demographic features with the scores of parent engagement, the researcher will assess the data for normality by reviewing fit diagnostics such as residual plots.

Demographic and Secondary Outcomes

Descriptive statistics such as standard deviations and frequencies will be used to measure and summarize FPTRQ measures, organizational characteristics, implementation outcomes, and demographic features. Fisher's exact and Chi-square tests will assess whether the observed groups will differ significantly. The differences in the continuous data will be evaluated using Wilcoxon rank tests and two-sample t-tests. The relationship between the caregiver group and feasibility, appropriateness, and acceptability indicators will be assessed using chi-square and Fisher's exact tests. The relationship between parent engagement measures and FPTRQ will be measured using the Pearson correlations.

Implementation Plan

The First Plan will begin by seeking parents to participate in using a nontraditional childcare facility by contacting these parents at Church of God Christian Academy located at 1332 Central Ave Far Rockaway, NY 11691. The implementation plan will include flyers from the daycare at 113-15springfield Blvd, Queens, NY 11429, New York, seeking parents who may

[134] Cohen J. Statistical Power Analysis for the Behavioral Sciences. 2 nd ed. Lawrence Erlbaum Associates; 1988. 205

need care after 7 p.m. The flyers will encourage the parents to use the childcare services, which will be provided from 7 pm to 7 am 113-15springfield Blvd, Queens, NY 11429. The flyers will provide parents with the childcare programs during the nontraditional hours by indicating specific timelines of the childcare services.

The implementation plan for parents who accepted the invite will be at Mock Daycare from July 31, 2023, to August 4, 2023 1, at 113-15 Springfield Blvd Queens, NY 11692, in New York. Mock daycare had six children and three teachers. Hours of operation were from 7 pm until 7 am. In this plan, children are fed and bathed. There are beds, and the children bought their linen and toiletries for use. There is a program for scripture reading with the children. In this plan, bedtime is from 9 pm. The children are fed breakfast and dressed for pick up by their parents. Parents then pick up their children at seven a.m. These plans provided insight into how a typical nontraditional childcare facility operates.

CHAPTER 4 RESEARCH QUESTIONS

The problem is extensive for Christian families lacking faith-based childcare programs. In Christian communities, working parents desire to impart their teachings, values, and beliefs to their children. However, the lack of childcare facilities that are grounded in Christian values and principles prevents Christian parents from raising their children in a faith-based environment. This difficulty has made it difficult for Christian parents to balance work responsibilities and their children's upbringing. The following are the research questions:

RQ1: What challenges do Christian parents face when balancing work responsibilities and their children's upbringing?

Expected Outcomes

Increased understanding of the unique challenges that Christian parents encounter while balancing work and parenting responsibilities: Improving our understanding of the unique challenges they face in balancing work and parenting responsibilities can provide insights into the specific difficulties they encounter. Knowledge may also help us discern how these challenges differ from those experienced by non-religious parents, thereby providing deeper insight into the distinctive stressors in their lives.

Identification of common stressors and factors that impact the ability of Christian parents to fulfill their spiritual and family obligations: The goal of this investigation is to identify the typical causes of stress and elements that influence the ability of Christian parents to carry out their spiritual and familial responsibilities effectively. The study aims to shed light on whether specific work environments, cultural aspects, or personal beliefs pose significant challenges for Christian parents in fulfilling their religious and family duties.

Insights into the specific time and emotional conflicts experienced by Christian parents when striving to maintain a work-life balance: The study aims to provide a deeper understanding of the particular challenges Christian parents face when trying to achieve a healthy work-life balance. The research will uncover the complex interplay of time constraints and emotional struggles experienced by these parents. The study may find instances where full-time job demands clash with the desire to provide spiritual guidance and emotional support to their children, leading to potential sources of frustration and tension.

Exploration of strategies and coping mechanisms adopted by Christian parents to address these challenges: This outcome aims to develop a comprehensive understanding of the diverse strategies and coping mechanisms utilized by Christian parents to effectively manage the difficulties associated with balancing work and family life. The research aims to uncover the adaptive behaviors employed, such as effective time management techniques, reliance on support networks, and engagement in religious practices, that enable these parents to harmonize their multiple roles successfully.

Examination of potential gender-based differences in how Christian fathers and mothers experience and manage work-parenting conflicts: The objective of this outcome is to investigate whether there are variations based on gender in the ways Christian fathers and mothers handle and cope with conflicts between their work and parenting roles. By examining the distinct experiences and strategies utilized by each gender within Christian households, the research aims to enhance our understanding of the challenges and approaches to achieving a harmonious balance between work and family responsibilities.

Contribution: The research question presented here is instrumental in expanding our comprehension of the intricate challenges and complexities experienced by Christian parents in today's dynamic world. Examining these multifaceted struggles offers deeper insights into the complex dynamics between faith, family, and career. The understanding is crucial as it lays the groundwork for creating customized support systems, policies, and interventions to address Christian parents' unique needs and concerns.

The insights into the unique challenges faced by Christian parents have the potential to inform the development of support structures that offer practical guidance and assistance. The support systems can help parents effectively manage the demands of their dual roles. Examples of such support may include access to flexible work arrangements, childcare facilities, or resources that facilitate the integration of religious values into both parenting and work life. Ultimately, these measures contribute to the overall well-being of Christian families, allowing them to fulfill their spiritual and familial obligations while thriving in their professional pursuits.

The research study aims to promote empathy and support within religious communities and society by highlighting the unique struggles of Christian parents. The study encourages awareness and understanding among different groups, contributing to a more inclusive and compassionate society. The awareness and understanding foster a harmonious family life for Christian parents, allowing them to align their actions with their religious convictions while excelling in their roles and obligations.

RQ2: What are the benefits of integrating biblical principles in childcare?

Expected Outcomes

Exploration of the positive effects of incorporating biblical principles and values into child-rearing practices: Through thorough investigation, this outcome examines the advantages of integrating biblical principles into raising children. The study seeks to uncover how these principles facilitate the cultivation of morality, empathy, and a sense of purpose in children, enhancing their overall development and well-being. Additionally, the research endeavors to provide empirical evidence highlighting the value of religious teachings in shaping the character and values of children. Ultimately, these findings contribute to a more comprehensive understanding of the role of faith-based parenting.

Identification of specific biblical teachings and values that contribute to child development, character building, and well-being: The primary objective of this outcome is to identify the particular biblical teachings and values that positively impact child development. The research aims to uncover virtues such as love, kindness, forgiveness, and compassion, emphasizing their significance in shaping children's character, resilience, and emotional

intelligence. By pinpointing these teachings, the study offers practical insights to parents and educators, guiding which principles to prioritize when raising children.

Examination of the impact of integrating biblical principles on children's moral and ethical development: The study will evaluate the effect of incorporating biblical principles on children's moral and ethical development. The study will also explore how religious values foster a strong morality, ethical decision-making, and commitment to ethical conduct. The findings will inform educators and parents about the potential moral benefits of incorporating religious teachings in children's upbringing, helping to cultivate individuals with strong moral character and values.

Assessment of the potential influence of biblical childcare practices on children's resilience, social skills, and emotional well-being: The study investigates the impact of incorporating biblical principles into childcare practices on children's development, specifically resilience, social skills, and emotional well-being. The research also aims to understand the potential benefits of religious teachings in promoting resilience, fostering prosocial behaviors, and providing emotional support. The knowledge can help tailor child-rearing strategies to enhance these critical aspects of a child's well-being.

Insight into the perceived benefits of integrating biblical principles from the perspective of both parents and children: The study explores the benefits of incorporating biblical principles in childcare, focusing on the emotional and psychological benefits experienced by parents and the personal growth experienced by children. The research aims to establish the subjective

experiences and motivations driving the decision to incorporate these principles, enabling parents to make informed decisions about their child-rearing practices.

Contribution: The current research question explores the relationship between religion, spirituality, and childcare, a crucial aspect in today's multicultural society. The study examines the impact of incorporating biblical principles into child-rearing practices, providing insights into the influence of religious and spiritual values on a child's development. The findings can guide parents, educators, and policymakers in aligning their parenting practices with their Christian beliefs, enabling them to make informed choices and create a morally sound environment for their children. Findings from this research offer practical guidance for parents, educators, and policymakers, empowering them to make informed choices.

The research findings can be utilized by educators, both in religious and secular contexts, to create curricula and teaching approaches that integrate these principles. The integration can facilitate the development of character and ethical growth among students. Policymakers can also benefit from this research, using it to inform their educational policy and program decision-making. By considering the population's diverse spiritual and religious backgrounds, policymakers can develop initiatives that respect and accommodate these various perspectives.

By demonstrating the universal values that religious and spiritual principles can bring to childcare, this research serves as a bridge for interfaith and intercultural dialogues. The study underscores the opportunity to discover shared values among diverse religious and non-religious communities, fostering comprehension and collaboration in a pluralistic society. Ultimately, the research study holds the potential to improve the quality of child-rearing practices, advance the

moral and ethical development of children, and contribute to the establishment of a more inclusive and harmonious society.

CHAPTER 5: EVALUATION PROCESS

Program Objective Overview

Community organizations, including faith-based ones, uplift communities and bolster family strength. Uniquely positioned, these organizations unite residents and local leaders to collectively address urgent challenges and disseminate information to enhance and fortify communities. Crafted to assist faith-based and community leaders and communities, this toolkit aims to facilitate the development of Christian-based childcare programs. The focus is on creating accessible programs that specifically meet the requirements of parents with non-standard working hours. The endeavor holds significance not only for the Christian community but also for society as a whole. The anticipated outcome of this initiative is a positive impact on the lives of working parents and their children. By offering childcare services tailored to the needs of those with non-standard working hours, the initiative seeks to contribute to the well-being of families and enhance community support.

Specifically, this toolkit is designed to:

- Emphasize the crucial contribution of faith-based and community leaders and their organizations in educating African American children and families.
- Describe new methods that religious and community groups are using to help support education and academic achievement for young black children from disadvantaged areas.
- Positively impact the lives of working parents and their children by offering childcare options that accommodate parents who work outside of their regular working schedules.
- Help working parents synchronize their family lives built on religious beliefs with the demands of their careers, even with unpredictable work hours.
- Facilitate guardians aptly carrying out professional tasks while children receive protection and spiritual grounding.
- Implement an all-encompassing method for uplifting children and the households they belong to.
- Catalog financial aid opportunities from outside funding bodies like grants or governmental designations open to religious and neighborhood collectives seeking to bolster educational programming.

Key Principles of Christian-Based Childcare Development Programming

Discussion of Christian-based childcare curricula tends to conjure the prevailing environment focused on imparting the principles of Christianity. The writing focuses only on Christian-based childcare programs that get money from education budgets. However, these programs can be very different. The programs range from helping parents of kids from before birth to age 8, direct help for children from birth to 8, like in early elementary school, and supporting parents with varying work schedules to strike a balance between raising their children in an environment with Christian values and professional commitments. The programs become even more diverse since they may include activities like health and economic development. A core principle is that there is no best way to help or time to intervene, but successfully assisting young children means knowing different types of programs are needed.

Studies indicate that the impact of Christian-based childcare depends heavily on program quality.[135] The effect is more pronounced for disadvantaged children with higher quality programming, leading to effective synchronization of work-life balance for parents and their family lives built on religious beliefs with the demands of their careers, even with unpredictable work hours. Resources are limited in donor-supported contexts, so cost-effectiveness and return on investment become extremely important. Ensuring high quality must, therefore, be the top priority when creating and implementing Christian-based childcare programs in these

[135] Jiahong Su and Weipeng Yang, "Artificial Intelligence in Early Childhood Education: A Scoping Review," *Computers & Education: Artificial Intelligence* 3 (January 1, 2022): 100049, https://doi.org/10.1016/j.caeai.2022.100049.

environments. Given the importance of quality and diversity, the following principles should inform such work.

Principle 1: Set standards for the Christian-Based Childcare program's quality and train and support stakeholders to meet them

The growing global emphasis on metrics related to quality and impact in programming is a positive trend that applies to Christian-based childcare programs. While reporting has commonly centered on resources allocated and activities completed, various means exist for evaluating the standard of Christian-based childcare programs in key facets such as learning environments, policy frameworks, and systemic performance. Research outlines approaches for assessing these domains. [136]When planning initiatives, consideration should be given to harnessing these evaluation methods. High-quality standards and corresponding indicators must be set for ongoing monitoring and final reviews against goals. The indicators chosen should align with the identified standards for formative and summative oversight purposes.

While establishing benchmarks is important, it is insufficient to guarantee they will be fulfilled. Stakeholders must fully understand and support the metrics used to measure quality. Christian-based childcare program development should focus on ensuring caregivers, community liaisons, and other key players receive training and support that help them pursue and maintain a high standard of care. The instruction provided on best practices needs to cater to the unique needs and abilities of the children being served rather than simply extending professional

[136] Jiahong Su and Weipeng Yang, "Artificial Intelligence in Early Childhood Education: A Scoping Review," *Computers & Education: Artificial Intelligence* 3 (January 1, 2022): 100049, https://doi.org/10.1016/j.caeai.2022.100049.

development for primary or secondary caregivers to those in childcare roles. Training should also cover performance management and assessment so stakeholders comprehend what is expected of them and how their work will be evaluated (as well as how self-assessment can be done) as they carry out their duties. Buy-in and accountability are essential to achieve intended objectives.[137]

Principle 2: Understand the true costs of Christian-based childcare and design programs to maximize cost-effectiveness and encourage sustainability.

The costs associated with Christian-based childcare can fluctuate based on the services offered. Out-of-home options like center-based care and preschool typically demand sizable costs over the long term. However, with innovative technology uses, even high-resource models may remain relatively affordable. At the same time, ongoing salary expenses can pose challenges and strategic uses of media and communications tools present opportunities. Approaches like radio, television, and ICTs can cost-efficiently deliver quality programming to underserved communities. The approach helps boost prospects for sustainable impact even after external funding ends. Accountability and assessment are paramount to effective implementation. Yet standards alone do not guarantee outcomes will align; acceptance from stakeholders is equally vital. Stakeholder training must address the local context in a tailored manner. If done properly, programs can thrive with community ownership.[138]

[137] Ruth Beatson et al., "Early Childhood Education Participation: A Mixed-Methods Study of Parent and Provider Perceived Barriers and Facilitators," *Journal of Child and Family Studies* 31, no. 11 (March 9, 2022): 2929–2946, https://doi.org/10.1007/s10826-022-02274-5.

[138] Ruth Beatson et al., "Early Childhood Education Participation: A Mixed-Methods Study of Parent and Provider Perceived Barriers and Facilitators," *Journal of Child and Family Studies* 31, no. 11 (March 9, 2022): 2929–2946, https://doi.org/10.1007/s10826-022-02274-5.

Principle 3: Start with services for the most marginalized. Christian-Based Childcare programs can contribute to leveling the playing field for children who are socio-economically and otherwise disadvantaged (including orphans and vulnerable children).

Christian-based childcare programs should prioritize helping the most vulnerable families before gradually expanding to include less underprivileged ones. Empirical studies demonstrate that children from challenging backgrounds gain disproportionately from high-quality early experiences.[139] Inequalities can be considerably leveled with a planned approach and focused support.

Principle 4: Involve community stakeholders in designing, implementing, and assessing Christian-based childcare programs to increase demand and foster accountability.

Christian-based childcare programs have the greatest chance of success when they actively involve community stakeholders from the beginning. Through participatory needs assessments, residents can help design initiatives that complement their culture and priorities. The approach fosters ownership and builds local capacity. For example, programs could provide job opportunities that simultaneously benefit children, such as cooking nutritious meals. Community health workers could raise awareness about childrearing practices. Funds and facilities may be shared to expand childcare access. Engaged stakeholders become the program's strongest advocates, helping drive participation, champion continued support, and potentially contribute resources. Key influencers within the community, like religious or tribal elders,

[139] Danae Dinkel et al., "A Qualitative Comparison of Parent and Childcare Provider Perceptions of Communication and Family Engagement in Children's Healthy Eating and Physical Activity," *Child: Care, Health and Development* 48, no. 1 (August 24, 2021): 99–109, https://doi.org/10.1111/cch.12908.

should be engaged as they can motivate others to get involved. Similarly, government agencies overseeing childcare services need community involvement.[140] By raising public awareness of children's critical early years and leveraging political champions, these agencies can help ensure Christian-based childcare programs are supported and sustained over the long term at both local and national levels.

Principle 5: Assess the community's strengths relative to the needs of young children and build on those strengths in developing and implementing programming to meet those needs.

The most impactful Christian-based childcare programs see communities' inherent strengths rather than deficiencies. Even in areas facing serious risks to children, solutions work best when built upon cultural foundations. A program respecting local languages, beliefs, social structures, and child-rearing norms will feel resonant versus foreign.[141] The program engages people as partners rather than recipients. Strength-based Christian childcare initiatives also empower communities as agents of change. Ownership yields sustainability where outside groups can enter communities to learn local wisdom and co-create new strategies harnessing pre-existing strengths. With access to additional resources and expertise built upon indigenous foundations, communities can address issues through community-driven design solutions.

[140] Danae Dinkel et al., "A Qualitative Comparison of Parent and Childcare Provider Perceptions of Communication and Family Engagement in Children's Healthy Eating and Physical Activity," *Child: Care, Health and Development* 48, no. 1 (August 24, 2021): 99–109, https://doi.org/10.1111/cch.12908.

[141] Danae Dinkel et al., "A Qualitative Comparison of Parent and Childcare Provider Perceptions of Communication and Family Engagement in Children's Healthy Eating and Physical Activity," *Child: Care, Health and Development* 48, no. 1 (August 24, 2021): 99–109, https://doi.org/10.1111/cch.12908.

Principle 6: Focus on critical early years' transition points and ensure that programs contribute to smoothing them.

As young children progress through different stages of development, they face important milestones that shape their educational trajectory. Entering preschool or elementary school is just one example of changes requiring new social skills and routines. Relationships and support systems adjust, too. The research underscores how success in navigating transitions influences persistence in learning.[142] Thus, Christian-based childcare programs must recognize transitional periods as opportunities. Instead of assuming all will adapt seamlessly, initiatives should proactively help families and educators prepare children for what is ahead. Tailored strategies could involve preschool visits to future classrooms, mentoring relationships extending between grades, or parent workshops on developmental milestones. By strengthening coping skills and bolstering relationships across transitions, communities help more children thrive as their learning journey unfolds.

Principle 7: Seek opportunities to link education-sponsored Christian-based childcare programs with efforts in other sectors. Research shows that integrated Christian-based childcare programs provide the best results.

Supporting children's health has positively impacted long-term school retention rates. Christian-based childcare programs combining feeding and early stimulation dramatically improve developmental outcomes. Center-based models that include community outreach help

[142] Jayne, Bartlett, and Emma Housden. *Developing an outstanding curriculum*. Taylor & Francis, 2023.

foster a broader uptake of beneficial childrearing practices.[143] Providing meals through Christian-based childcare centers addresses physical needs affecting cognitive and other domains.[144] Initiatives training caregivers to deliver high-quality childcare as small enterprises stimulate the local economy while engaging youth and aiding child development. Christian-based childcare programming should acknowledge and connect with related health, nutrition, and economic development efforts when feasible to maximize impact.[145] Coordinating across sectors recognizes how addressing non-cognitive barriers can strengthen educational gains.

Steps in Developing Quality Christian-Based Childcare Programs

The guidance presented establishes a foundation for effective Christian-based childcare program development efforts to flourish. By centering diversity and quality, a framework emerges that accounts for children's varied needs and rights to reach their full potential. When protocols embed these core principles, initiatives have the greatest chance of succeeding on multiple levels. Specifically, programs can expect to:

Step 1: Conduct a participatory assessment of children's needs, community assets, and stakeholder priorities.

Engaging communities is the key to success and sustainability. The process starts by collaboratively assessing needs through participatory methods. Both community members and

[143] Wenwei Luo, Huihua He, and Hui Li, "Chinese Model of Digital Leadership in Early Childhood Settings: A Grounded Theory Study," *Early Education and Development* 35, no. 1 (April 25, 2023): 42–56, https://doi.org/10.1080/10409289.2023.2203614.

[144] Wenwei Luo, Huihua He, and Hui Li, "Chinese Model of Digital Leadership in Early Childhood Settings: A Grounded Theory Study," *Early Education and Development* 35, no. 1 (April 25, 2023): 42–56, https://doi.org/10.1080/10409289.2023.2203614.

[145] Ibid.

other stakeholders have equal roles in analyzing priorities and existing assets that can support a child's well-being. Cultural traditions, amenities, and resources that already nourish development are acknowledged. The candid discussion also identifies barriers to quality childcare. The approach balances appreciation for indigenous strengths with transparent problem-solving. All voices, including marginalized groups, inform practical solutions. Attention ensures respect for ethics, minorities, and cost efficiency. Identifying cross-sector links provides integrated services. Communities have an insightful understanding of obstacles outsiders miss. Equitable participation builds awareness while revealing the potential of the program. Continuous partnership finds synergies, like addressing nutrition and preschool holistically in underserved communities. Authentic inclusion from the inception nurtures progressive Christian-based programs sustained locally. Community expertise leads to context-sensitive designs leveraging indigenous assets. Participatory processes respect humanity and wisdom within communities.[146]

> Questions: • Can data be collected to represent children's needs from various perspectives? Can data be cross-checked to ensure that the final findings are accurate? • Whose voices are represented? Are marginalized populations present in the conversation? • What young children's needs can each stakeholder group identify? • What assets for meeting children's needs can each stakeholder group identify? • What integrative opportunities for linking health, nutrition, income generation, and services to vulnerable populations can be identified?

[146] Wenwei Luo, Huihua He, and Hui Li, "Chinese Model of Digital Leadership in Early Childhood Settings: A Grounded Theory Study," *Early Education and Development* 35, no. 1 (April 25, 2023): 42–56, https://doi.org/10.1080/10409289.2023.2203614.

Step 2: Define the problem and set concrete objectives.

An assessment helps organizations understand community needs and priorities, guiding goal setting and resource allocation. The assessment helps identify target populations and issues, showing interventions for various groups (e.g., children ages 0–3, 4–5, or 6–8; parents and caregivers; communities at large; decision-makers). Resource constraints and sustainability considerations are also considered. Organizations can allocate efforts and funding effectively by utilizing assessment results, leading to meaningful change.

Questions to ask: • Is the problem manageable? • Are the proposed objectives reasonable for the life span of the program? • Can this program support longer-term impact objectives? • How do the program's objectives link to efforts in other sectors related to the development of young children?

Step 3: Select strategies and modes of intervention.

The successful implementation of intervention strategies hinges on their direct alignment with predetermined goals established during the planning phase. Thus, adopting approaches that create synergies and cross-cutting impacts is imperative. The tactics include delivering direct childcare services to children through Christian-based programs, education, and health support, as well as offering skills-building and resources to caregivers via parent education, home visiting, and literacy programs. Community-driven development, incorporating initiatives like playgroups and caregiver networks, is also essential. There is also a need for capacity strengthening at institutional levels through training, guidelines, and funding support. Raising awareness about children's rights and needs through advocacy and information campaigns,

developing relevant policies and regulatory frameworks, and fostering international cooperation are integral components. While the first three tactics are particularly pertinent to education-centric efforts involving children, families, and communities, the holistic impact is optimized by employing complementary strategies across diverse societal levels, thus reinforcing positive childcare outcomes.[147]

Step 4: Develop an appropriate, inclusive accountability framework linked to a staged and manageable implementation plan.

Effective monitoring and evaluation are crucial for impactful programs. A collaborative approach to data collection and analysis involving stakeholder input is essential for accurate progress tracking. Metrics should align with program goals and strategies, guiding adjustments over time. Building capacity for independent data-driven decision-making prepares programs for long-term objectives. Transparent reporting, participatory reflection, and continuous improvement are important in revealing effective strategies. Prioritizing stakeholder engagement, meaningful standards, and sustainability ensures long-term outcomes.

Questions to ask: • Do standards for performance reflect both the broad science base in Christian-based childcare programs and local differences and priorities? • Do stakeholders understand the standards and their related performance indicators? • Are the indicators meaningful, discrete, and measurable? Do they reflect what the program proposes to do? • Does the program include a feedback structure for monitoring data to

[147] Jessie-Lee D. McIsaac et al., "Responsive Feeding Environments in Childcare Settings: A Scoping Review of the Factors Influencing Implementation and Sustainability," *International Journal of Environmental Research and Public Health* 19, no. 19 (September 20, 2022): 11870, https://doi.org/10.3390/ijerph191911870.

support improvements? • Does the program include a plan allowing parents with varying work schedules to strike a balance between raising their children in an environment with Christian values and professional commitments?

Step 5: Measure progress and share results.

Quality benchmarks and consistent tracking and communication of a Christian-based childcare program's progress are crucial for building trust and a desire for proven solutions. The process allows for collaboration, optimization of resources, and timely adjustments to enhance impact. Transparency in progress against objectives reassures stakeholders and promotes collaborative expansion through complementary programming. An open approach to reporting results leverages resources strategically and continuously strengthens outcomes.

Questions to ask: • What target audiences are for sharing data on program results? • Do the target audiences understand the information being shared with them? • Are the audiences motivated to change behavior or practices based on data? • How can data sharing leverage more diverse, cross-sectorial resources to support program goals?

Step 6: Devolve responsibility to sustain programming

Ensuring local ownership and capacity development are integral to the long-term success of any accessible Christian-based childcare program. Even strong community-focused interventions must proactively cultivate sustainability through transition plans. As funding cycles end, responsibility and leadership should organically shift to counterparts and participants. Rather than relying on individual commitment alone, the focus should be institutionalizing

support structures. For example, they are formally positioning programming within education ministries in a way that recognizes its value, such as through well-resourced departments. Simply changing relationships on paper can significantly impact perception and longevity. Demand must also be cultivated at the grassroots level to withstand political fluctuations. When community need is addressed, Christian-based programs are better equipped to carry on despite changes in leadership or priorities from management. Lasting change occurs through systemic shifts that embed interventions into social fabrics at governing and ground levels. With intentional design and strategies to gradually decentralize responsibility, external investments can empower lasting local ownership and autonomous solutions.

Step 7: Scale where scalable and appropriate.

While the impulse to support as many children as possible is understandable, not all accessible Christian-based childcare programs proven to be high-quality can expand their influence easily. Center-based models targeting older age groups face particular barriers. The programs require a large and well-trained caregiver workforce yet receive negligible public funding levels concerning need. Alternative distribution techniques show promise for supplementing in-person services in a cost-conscious manner. However, any determination around growth needs scrutiny of evidence, relative costs, and long-term financial sustainability beyond initial growth stages. Christian-based childcare programs must demonstrate affordability at both inception and long-run operational scales. Coordinated efforts between local, national, and international implementing partners are vital for optimizing available resources and facilitating smooth leadership transitions, as external backing is needed back over time per

predefined self-reliance blueprints.[148] Priority in outreach extensions should focus on underserved demographics likely to reap the greatest developmental rewards. Overall, expansions warrant a comprehensive analysis of expenses, potential societal payoffs, and workable funding models to preserve coverage long-term for interested communities. Quality and economic feasibility must remain guiding principles for discussions on scalability prospects.

Context: Basis for Accessible Christian-Based Childcare Program

The current research examines several important elements providing the backdrop for the program, such as needs, vision, objectives, targets, policies, and mission statements. However, reading the contextual factors of the Christian-based childcare program reveals that the rationale for its inception is not clearly articulated. The program was launched based on descriptions by the New York City Education Office, but this did not necessarily align well with the present needs. Consequently, needs receive a ranking of 2, demonstrating less satisfaction in addressing this area. Additionally, no official records from the New York City Education Office validate the requirement for inaugurating the accessible Christian-based childcare program in the first place.

The Christian-based childcare program derives its specific purpose from the overarching educational vision of establishing a caregiving system as a strong, respected social pillar empowering the lives of working parents and their children by providing childcare services that cater to parents with non-standard working hours. According to this vision, a Christian-based childcare program is essential for parents who could utilize such services. A rating of 3 is given

[148] Jessie-Lee D. McIsaac et al., "Responsive Feeding Environments in Childcare Settings: A Scoping Review of the Factors Influencing Implementation and Sustainability," *International Journal of Environmental Research and Public Health* 19, no. 19 (September 20, 2022): 11870, https://doi.org/10.3390/ijerph191911870.

to reflect the vision is satisfactory. Regarding the mission, it corresponds with the fourth aim of the National Education System Law - ensuring that parents in non-standard working hours adequately attend to their professional assignments while also raising their children in a safe, faith-based space. The analysis gives the mission a score of 3, signifying an acceptable level of fulfillment.

The objectives behind establishing the Christian-based childcare program are not clearly defined within official communications distributed by the New York City Education Office. Consequently, the objective rating is 2, signifying an unsatisfactory level. According to official New York City Education Office records, the targets for inaugurating a Christian-based childcare program also remain unspecified. The ambiguity results in unclear goals and a target value of 2, demonstrating inadequacy. A comparable situation involves the opening policy, like starting a business unit whereby faith organizations conduct childcare services according to self-directed interpretations. The flexibility persists as a Christian-based childcare program falls under the New York City Education Office's purview. Deficient documentation has led to uncertain objectives, targets, and policies throughout the program's commencement.

In establishing Christian-based childcare programs, careful attention must be given to the various developmental phases of young children across physical, cognitive, social, and emotional domains. As each child possesses a unique learning profile and maturates differently, Christian-based childcare programs should customize services based on a child's growth stage.[149] Equally

[149] Jessie-Lee D. McIsaac et al., "Responsive Feeding Environments in Childcare Settings: A Scoping Review of the Factors Influencing Implementation and Sustainability," *International Journal of Environmental Research and Public Health* 19, no. 19 (September 20, 2022): 11870, https://doi.org/10.3390/ijerph191911870.

important is providing a safe, healthy environment conducive to growth. Strict adherence to food quality, cleanliness, safety precautions, and staff health is important.[150] In addition, the programs are expected to comply with relevant childcare services regulations such as acquiring licenses, observing guidelines, and conforming to all government standards for early education. When these considerations are implemented properly, the programs can help foster healthy growth and ensure that parents in non-standard working hours adequately attend to their professional assignments while raising their children in a safe, faith-based space.

Input: Program Planning

In examining the input factors for this study, several elements are covered: human resources, facilities, infrastructure, and budget allocation. A key finding from interviews revealed that specialized human resource preparation for Christian-based childcare programs remains inadequate because of the lack of graduates with relevant training in this area. Faith organizations can designate professionals with particular backgrounds, such as nursing vocational school graduates, to offset the shortage of qualified caregivers.[151] The strategy merits a satisfactory rating. Official documentation substantiating measures taken to enhance Christian-based childcare programs' competencies were not explicitly identified, as related university programs are still under development. Notwithstanding, initial efforts to strengthen qualifications

[150] Maila Dinia Husni Rahiem, "Storytelling in Early Childhood Education: Time to Go Digital," *International Journal of Childcare and Education Policy* 15, no. 1 (April 6, 2021), https://doi.org/10.1186/s40723-021-00081-x.

[151] Maila Dinia Husni Rahiem, "Storytelling in Early Childhood Education: Time to Go Digital," *International Journal of Childcare and Education Policy* 15, no. 1 (April 6, 2021), https://doi.org/10.1186/s40723-021-00081-x.

began in 2020 through programs established by the New York City Education Office. In the future, further progress is hoped for in properly equipping personnel involved in childcare.

Examining the facilities and infrastructure supporting Christian-based childcare programs in New York City revealed some opportunities for improvement. Interviews with providers indicated procurement had not properly considered guidelines under the Minister of Education and Culture Regulation. Consequently, awareness of regulatory adherence was lacking. Crucial administrative elements like planning, acquisition, allocation, utilization, upkeep, oversight, storage, documentation, and organization of physical resources require prudent management to optimize effectiveness and efficiency. Discussions further revealed the planning and maintenance of items were occasionally insufficient. A specialized educational assistance initiative aimed at enriching play areas holds promise for positively contributing to institutions if disparities in distribution are addressed. Given the present circumstances, a rating of satisfactory is merited. With enhanced alignment and more judicious resource coordination, Christian-based childcare program environments could be further strengthened.

In New York City, interviews confirmed government assistance substantially aids Christian-based childcare programs. The Basic Operational Funding distributed through the Ministry of Education supports non-personnel expenditures, enabling compliance with regulatory stipulations. When properly coordinated, human resources, infrastructure, financial administration, and oversight coalesce to facilitate holistic growth in young children and address the needs of parents with non-standard working hours. The current approach earns a satisfactory rating, with various elements functioning adequately according to frameworks and the funding

meaningfully contributing to children's caregiving functions. Continued refinements may further optimize Christian-based childcare programs. Christian-based childcare programs require strategic planning to ensure high-quality services and positive outcomes for young learners. Proper planning aligns human capital, physical resources, financial aspects, and management procedures according to established frameworks. Relevant guidelines note the importance of caregivers' sound knowledge of child development, pedagogy, and techniques for fostering cognitive and socio-emotional skills.[152] Facilities and materials must also be suitable for supporting play, rest, and health-safety needs. Funding must accommodate operational costs to maintain programming quality and stability over time.

Process: Implementation of Christian-Based Childcare Programs

The process component in this research covers several key aspects: preparation, planning, implementation, learning activities, monitoring, and evaluation. Findings from evaluations indicate that faith-based institutions' preparation still requires adjustment to align with expectations from the New York City Education Office. Based on reviews completed, practices undertaken by institutions score a 2, denoting an unsatisfactory level. Specifically, Christian-based childcare programs do not prepare new students grounded in understanding childcare psychology. Instead, programs are organized based solely on age and gender.

The quality of planning for Christian-based childcare programs has been executed at a high level, as evidenced by its score of 4. Caregivers have customized the childcare services to

[152] Maila Dinia Husni Rahiem, "Storytelling in Early Childhood Education: Time to Go Digital," *International Journal of Childcare and Education Policy* 15, no. 1 (April 6, 2021), https://doi.org/10.1186/s40723-021-00081-x.

cater to the unique needs of each child. The strategic design aligns with local childcare management regulations and Christian-based childcare program facilities. Specifically, it is consistent with New York City Regional Government Regulation Number 14 of 2021 and New York Mayor Regulation Number 73 of 2022. Both require childcare programs to address what each child needs. Given the thorough planning and customization, it is clear why this component deserved an excellent rating. The services then facilitate implementing defined development activities throughout the academic year. While the implementation aspect scores slightly lower at 3, caregivers have strong preparation to provide quality childcare services. The evaluation reflects that Christian-based childcare program planning receives praise, though continued progress can be made across faith-based institutions.

Another aspect evaluated was the implementation of planned Christian-based childcare programs by faith-based institutions. While delivery has been primarily centered in urban communities, the execution of childcare activities at studied locations was deemed exceptional, securing a rating of 3. Caregiving progressed smoothly and according to design. The strong implementation is likely a result of faith-based professionals relying on tried and tested methods from existing childcare centers.

Effective caregiving services tailored specifically to all children's unique needs are at the core of optimal Christian-based childcare programs. As evidenced through a thorough review of provided documentation from various faith-based organizations, institutions placed child-centered alignment at the forefront of their planning. Minute details demonstrate the diligent process undertaken from the initial alignment blueprint to records of coordination discussions,

incorporating diverse input to the finalized standardized Christian-based caregiving endorsed by top service authorities. The individualized and equitable approach ensured the service delivered would optimally support each child's growth. It confirmed that parents in non-standard working hours adequately attended to their professional assignments while raising their children in a safe, faith-based space. In avoiding a one-size-fits-all methodology, faith-based organizations fully understood their enrollees and mold services. Such conscious customization earned high praise, meriting an exemplary rating. All stakeholders can feel secure when services are tailored for children instead of being handed down. Each child will find Christian-based childcare programs engaging and personally relevant to maximize future potential and allow parents with varying work schedules to balance raising their children in an environment with Christian values and professional commitments.[153]

A model of accountability was uncovered in Christian-based centers through rigorous inspection of child caring evaluations and services management practices. A top score of 4 was awarded for monitoring procedures that upheld New York City's education ministry's oversight standards. Independent implementation was necessary, but quality was not overlooked. The Department of Education's early learning inspectors strengthened the process, fostering cooperation between faith-based organizations and supervisors. The partnership-driven, compliance-focused framework demonstrated the merit of recipient results, with authority alignment, stakeholder input, and developmental scrutiny as the three illustrations of success.

[153] Douglas Russell, Jacqueline Stewart, and Daryl Higgins, "Safeguarding in Church: Children and Young People's Perceptions of Safety in Religious and Other Faith-Based Settings," *Journal of Interpersonal Violence* 38, no. 3–4 (August 11, 2022): 4459–4485, https://doi.org/10.1177/08862605221117548.

Ensuring the continued efficacy of Christian-based childcare programs necessitates routine program appraisals through various metrics. As revealed in examined institution records, a balanced and rigorous assessment framework has been customized to provide insights on children's growth, service execution, and the effectiveness in ensuring that parents in non-standard working hours adequately attend to their professional assignments while also raising their children in a safe, faith-based space.[154] Rather than high-level observation alone, the evaluation uses empirically validated, participatory methods to understand growth and gauge current competency against aspirations. Accountability comes even at the institutional level through periodic self-checks and engagement with regulatory bodies. Transparent documentation trails at one sample institution laid bare an audit culture of planning, review, follow-through, and reinvestment, all hallmarks of an organization committed to scrutiny, responsiveness, and community trust. With performance insights from this well-rounded, evidence-based process, caregivers can adapt delivery and ambitions to nurture each child's full potential.[155]

The optimum Christian-based childcare program takes a holistic approach, nurturing all aspects of a child's growth. The staff fosters a nurturing environment where caregivers, children, and parents work as a team. The collaboration effort supports each child's unique development. The curriculum offers diverse experiences that engage children, such as games, art, nature exploration, singing, and conversation. Services are intentionally designed based on a varied

[154] Douglas Russell, Jacqueline Stewart, and Daryl Higgins, "Safeguarding in Church: Children and Young People's Perceptions of Safety in Religious and Other Faith-Based Settings," *Journal of Interpersonal Violence* 38, no. 3–4 (August 11, 2022): 4459–4485, https://doi.org/10.1177/08862605221117548.

[155] Ibid.

grasp of how children develop cognitively, physically, socially, and emotionally. Activities spark exploration and creativity matched to each stage and ability. Opportunities abound for peer collaboration, equipping young minds with social competencies. Children cultivate cooperation, empathy, communication, and generosity through shared play.[156]

Prime interactions likewise advance language proficiency. The ideal program is pivotal in communication skills for future success. Caregivers foster language development through meaningful engagement in an exemplary Christian-based childcare program. The caregivers converse with children, read stories, sing songs, and provide ample opportunities for self-expression.[157] The approach nurtures communication skills from an early age. The optimum schedule balances structured lessons with free play, rest, and meals. The well-rounded approach holistically supports each child's growth and sustains enthusiasm for learning. Regular progress assessments also objectively track development. Evaluations identify strengths and gaps to better tailor the services to individual abilities and needs. Implementing an ideal early learning model empowers young minds to grow socially, build vital capabilities, and lay a strong foundation for future success.[158] When done well, a Christian-based childcare program equips children with tools to thrive across all domains of development.

[156] Sheetal Sharma et al., "SWOT: A Hybrid Hardware-Based Approach for Robust Fault-Tolerant Framework in a Smart Day Care," *Security and Communication Networks* 2022 (May 27, 2022): 1–16, https://doi.org/10.1155/2022/2939469.

[157] Douglas Russell, Jacqueline Stewart, and Daryl Higgins, "Safeguarding in Church: Children and Young People's Perceptions of Safety in Religious and Other Faith-Based Settings," *Journal of Interpersonal Violence* 38, no. 3–4 (August 11, 2022): 4459–4485, https://doi.org/10.1177/08862605221117548.

[158] Ibid.

Product: Christian-Based Childcare Program Output and Outcome

Data collected from monitoring and assessment suggests that Christian-based childcare programs show considerable merit. Both execution quality and outcome realization received scores substantiating the program's suitability for cultivating children's growth and skills. The results offer reassurance that the initiative ably fulfills its objectives.

The evaluation of program implementation merits a positive rating as it appropriately aligns with standards set by the New York City Education Department. Specifically, Christian-based childcare programs cultivate balanced development across key competencies like accumulating knowledge, building skills, and shaping conduct. Mastering these three interrelated aspects proves essential at this stage. Additionally, the collaboration between Health Vocational High School and Christian-based childcare program providers further strengthens instruction. Children gain well-rounded intellectual and physical preparation through opportunities for practical work and limited on-site apprenticeships within school activities. The partnership meaningfully complements classroom teaching with valuable real-world exposure. Evaluation of children's development shows most have exhibited positive conduct aligned with anticipated norms. The children’s behaviors reflect targeted values that fulfill Article 3 of Law Number 20/2003, establishing national education objectives. The law seeks well-rounded citizens of sound character that uplift intellectual life.

The goals synchronized with National Education Regulation 57/2021 standards for vocational institutions. Accordingly, an output rating of 3 represents satisfactory achievement of milestones at this phase. The faith-based daycare program supports families with unconventional

work schedules by providing safe, values-based care outside standard hours. Students exhibit behaviors aligned with the program's spiritual foundations, focusing on compassion, integrity, and service. The outcome fulfills the program's purpose of nurturing whole-person development according to biblical wisdom. Students grow in virtue, compassion for others, and responsibility as members of Christ's body. The program's flexibility helps working families thrive while instilling timeless principles in the next generation. The evaluation suggests program objectives resonate with students as designed, and the program's flexibility allows honor both career and parental responsibilities.

Parents expressed that the Christian-based childcare program has suitably supported their family needs by accommodating diverse schedules. Flexible hours allow fulfilling careers while maintaining a secure, faith-centered setting for children. Feedback also confirms the program has met familial and spiritual expectations. Children appear to be developing in a way that is positively aligned with biblical foundations. Naturally, each child's talents vary developmentally, as reported. The program appropriately recognizes students' progress at different paces, exploring their God-given potential. In evaluating the attainment of learning outcomes, analyses indicate a satisfactory rating of 3 based on informant feedback. Students demonstrate competence, befitting their stages of instruction. Outcomes align with evaluation aims to: 1) Gauge students' academic and character growth. 2) Monitor continual Christian development. 3) Distinguish needs for specialized spiritual guidance. 4) Assess how effectively faith lessons were imparted. 5) Appraise achievement of spiritual milestones. Altogether, assessments suggest this faith-centered program suitably nurtures families and individualizes towards optimal Christ-

centered maturation. Flexible scheduling facilitates career responsibilities while cultivating futures rooted in scripture.

The desired outcomes for such daycare initiatives are multifaceted. First and foremost, children's cognitive development should encompass the ability to identify shapes, colors, numbers, and letters. Additionally, fostering social and emotional skills is crucial, allowing children to interact positively with peers, share, cooperate, and healthily express emotions. Language and communication skills are targeted, aiming for clear speech, effective expression of desires and feelings, and the ability to follow simple instructions. Motor skills, including drawing, writing, running, and jumping, are emphasized for comprehensive development. In addition, instilling self-confidence is a key aspect, enabling children to explore new activities comfortably, try new endeavors, and face challenges confidently. The outcome sought by Christian-based childcare programs includes instilling a strong motivation for learning, fostering critical thinking and analytical abilities, and ensuring readiness for the next levels of formal education. The outcomes, rooted in Christian values and academic preparedness, reflect the holistic approach of the childcare program.[159]

Type of Program Evaluation

The overview will cover the program evaluation plan for a Christian-based childcare program. The overview will also discuss the type of evaluation chosen, the steps involved in the

[159] Jiahong Su and Weipeng Yang, "Artificial Intelligence in Early Childhood Education: A Scoping Review," *Computers & Education: Artificial Intelligence* 3 (January 1, 2022): 100049, https://doi.org/10.1016/j.caeai.2022.100049.

evaluation process, how the program will be reviewed or assessed, and what the responsibilities and role of the evaluator will be.

A formative evaluation approach will be utilized to assess the effectiveness of a faith-based childcare initiative. The internal evaluator is well-positioned to examine both the implementation process and any emerging issues because of their existing role overseeing Christian-based programs. By engaging on-site, the evaluator can have thoughtful discussions with staff, solicit feedback from parents, and make real-time recommendations to address any challenges. Rather than assessing outcomes, this formative approach aims to actively support the initiative's development through ongoing participation, dialogue, and prompt feedback loops.[160] Ultimately, this model seeks to enhance the quality and impact of the childcare program by leveraging the evaluator's institutional knowledge and close involvement at each phase of its rollout.

The program's success and potential enhancements are assessed by parents and staff, with the faith-based leadership investing in evaluating outcomes and impact. A comprehensive performance evaluation is achieved by gathering diverse stakeholder perspectives through surveys and discussions. The comprehensive approach helps identify strategies for ongoing improvement and provides valuable insights for the evaluator leading the review.

Evaluation Process

[160] D. G. Malcolm et al., "Application of a Technique for Research and Development Program Evaluation," *Operations Research* 7, no. 5 (October 1, 1959): 646–669, https://doi.org/10.1287/opre.7.5.646.

The internal evaluator for the childcare program will spearhead a thorough evaluation utilizing the step-by-step roadmap put forth by Chen (2015). To kick off the process, the evaluator will fully immerse themselves in closely studying all pertinent documentation regarding how the childcare services have been designed to function from an operational standpoint. Given their embedded role within the organization, the evaluator is in a prime position to gain valuable foundational knowledge that will greatly aid the evaluation because of existing familiarity with institutional practices.

Following that initial deep dive, the key aspects believed to be the most integral to achieving the intended goals and objectives of the childcare services will be highlighted through substantive discussions administered with both the staff directly overseeing day-to-day activities and the families utilizing the program. The educational curriculum, instructional methodologies, delineated responsibilities, and teaching materials will be explored to garner insight. Quantitative data points such as enrollment figures and analysis of developmental progress assessments for the children will also be carefully examined. A mixed-method approach will be implemented to gather meaningful information from various sources. One-on-one interviews with staff members, surveys distributed to and completed by parents, and documentation review tracking children's advancement will allow cross-checking perspectives to develop a well-rounded, comprehensive understanding of program impacts.

The root causes behind emerging issues or problem areas can be uncovered by thoroughly scrutinizing the accumulated data. Through facilitating collaborative discussions and brainstorming sessions, bringing together all invested stakeholders, the evaluator will

methodically guide the critical exploration of challenges and debate around potential solutions according to the literature.[161] Once a complete picture has been constructed, findings will be shared with individuals integral to the program's success, such as staff, families, and leadership oversight. The objective is to leverage insights from the evaluation process to continually reinforce efforts toward better serving children. The program aims to fulfill its mission best with ongoing refinements informed by results.[162]

The evaluator thoroughly evaluated a Christian-based childcare program and met one-on-one with leaders to discuss the findings. The leaders, who are well-versed in the workings of the program, were given the chance to accept or reject the evaluation's conclusions. Should approval be granted, the evaluator would lead staff engagement group sessions so that all data could be thoroughly reviewed. The assessment procedure could be checked if it is refused. The primary goal was to pinpoint problems and opportunities for improvement. Bringing important stakeholders together was to start a serious discussion about ways to enhance service delivery. Through cooperative exchange, the evaluator and program representatives hoped to improve practices using the data.

The evaluator will assess the effectiveness of a childcare program involving collaboration with church leadership and stakeholders. Data will be collected from various perspectives, incorporating children, families, and staff feedback. The evaluator will analyze the data without

[161] D. G. Malcolm et al., "Application of a Technique for Research and Development Program Evaluation," *Operations Research* 7, no. 5 (October 1, 1959): 646–669, https://doi.org/10.1287/opre.7.5.646.

[162] Joseph S. Wholey, Harry P. Hatry, and Kathryn E. Newcomer, *Handbook of Practical Program Evaluation*, 2010, http://ci.nii.ac.jp/ncid/BB21181301.

bias, identifying strengths and weaknesses. Regular reports will inform adjustments and highlight areas for improvement. The ultimate goal is continuous growth, serving children and families with Christian values, and ensuring long-term sustainability and positive impact.

CHAPTER 6: MINISTERIAL COMPETENCIES

Technology and Social Media Management

Technology is an important resource employed in different levels of education. The application of technology in daycare facilities has proven to be of utmost significance because it helps streamline administrative duties.[163] Adopting appropriate technology provides a platform for effective communication and interaction between the daycare management, parents, and other relevant stakeholders.[164] Millennial parents have shown a tremendous interest in technology usage by getting all the information they need online. For daycare, using brochures and word of mouth may not be enough to attract a large audience for enrolment in the institutions. The use of school websites gives daycares a competitive advantage in reaching large target clients. Most parents trust the information they seek from websites, an added advantage to daycares that have adopted this technology because it legitimizes the business.[165] Websites help in attracting new clients and connect these clients with the business.

[163] Ennis, Juaneka Thomas. "Charity Cares: Parents' Perspectives of High-Quality, Faith-Based Early Childhood Education as Family Strengthening Experiences." PhD diss., Wilmington University (Delaware), 2021.

[164] Jiahong Su and Weipeng Yang, "Artificial Intelligence in Early Childhood Education: A Scoping Review," *Computers & Education: Artificial Intelligence* 3 (January 1, 2022): 100049, https://doi.org/10.1016/j.caeai.2022.100049.

[165] Noel E. Kelty and Tomoko Wakabayashi, "Family Engagement in Schools: Parent, Educator, and Community Perspectives," *SAGE Open* 10, no. 4 (October 1, 2020): 215824402097302, https://doi.org/10.1177/2158244020973024.

The daycare website should be updated with relevant information such as the institution's location, contact information, the services offered, and hours of operation. Pictures should also be provided showing the serene environment of the institution.[166] A well-established website maximizes customer experience, attracting more clients through referrals, thus improving the general enrolment into these institutions. The use of computers in daycare centers is of relevance in the modern technological era. Computers bridge the gap between abstract and concrete thinking, leading to overall cognitive development in children. Early computer exposure enables children to undertake onscreen activities to supplement hands-on learning experiences. Allowing children to learn computer skills is essential in helping them build on their problem-solving skills to address their dynamic needs. Educational software that meets children's needs enhances learning experiences in daycare. Social media sites for daycares are effective means of sustaining a continuous conversation among different stakeholders. Daycares can use these platforms as a marketing tool to win more potential clients. Posting correct information on location, contact, and pictures of the daycare on platforms like Instagram and Facebook attracts a larger audience.[167] YouTube, Facebook, and Instagram create platforms for continuous communication and interaction between parents and daycare. Daycare can use these sites to share important updates with parents concerning the welfare of their children and share programs and events.[168] Social media platforms also provide an avenue for feedback and reactions about their services

[166] Danae Dinkel et al., "A Qualitative Comparison of Parent and Childcare Provider Perceptions of Communication and Family Engagement in Children's Healthy Eating and Physical Activity," *Child: Care, Health and Development* 48, no. 1 (August 24, 2021): 99–109, https://doi.org/10.1111/cch.12908.

[167] Julian Lieb et al., "Family Experiences of Engagement in Inclusive Childcare Programs for Toddlers," *Journal of Childhood, Education & Society* 4, no. 2 (July 14, 2023): 193–218, https://doi.org/10.37291/2717638x.202342251.

[168] Ennis, Juaneka Thomas. "Charity Cares: Parents' Perspectives of High-Quality, Faith-Based Early Childhood Education as Family Strengthening Experiences." PhD diss., Wilmington University (Delaware), 2021.

through comments or direct messaging.[169] Sharing activities children engage in on social media helps build trust from parents and the entire community. Parents always want to associate their children with a safe environment; therefore, in such a scenario of assurance by the daycare, they are assured of their children's positive development.[170]

Effective utilization of email helps notify parents of important communication or any changes in daycare operations. Personalized emails for confidential information by giving positive reports about children's accomplishments or addressing issues related to a particular child in the daycare strengthens trust with parents.[171] Creating interesting videos and other relevant digital educational content that aligns with the daycare's principles and ethics is equally important. Sharing relevant educational content and blogs on the daycare's social media is integral to the program.[172] Effective utilization of social media sites fosters communication and connections through quick feedback from other stakeholders concerning the images, videos, and narratives of children's experiences shared on these platforms.

Educational Programming

Integrating age-appropriate educational activities with religious teachings is an important aspect that must be integrated into daycare centers. Developing a curriculum that ensures pedagogical teachings align with spiritual principles is important in children's daycare

[169] Wenwei Luo, Huihua He, and Hui Li, "Chinese Model of Digital Leadership in Early Childhood Settings: A Grounded Theory Study," *Early Education and Development* 35, no. 1 (April 25, 2023): 42–56, https://doi.org/10.1080/10409289.2023.2203614.

[170] Danae Dinkel et al., "A Qualitative Comparison of Parent and Childcare Provider Perceptions of Communication and Family Engagement in Children's Healthy Eating and Physical Activity," *Child: Care, Health and Development* 48, no. 1 (August 24, 2021): 99–109, https://doi.org/10.1111/cch.12908.

[171] Ratib Lekhal et al., "A Model of Intervention and Implementation of Quality Building and Quality Control in Childcare Centers To Strengthen the Mental Health and Development of 1-3–Year Olds: Protocol for a Randomized Controlled Trial of Thrive by Three," *JMIR Research Protocols* 9, no. 10 (October 13, 2020): e17726, https://doi.org/10.2196/17726.

[172] Sheetal Sharma et al., "SWOT: A Hybrid Hardware-Based Approach for Robust Fault-Tolerant Framework in a Smart Day Care," *Security and Communication Networks* 2022 (May 27, 2022): 1–16, https://doi.org/10.1155/2022/2939469.

development.[173] Providing relevant teachings that align with religious norms and principles is equally important as giving correct information. Appropriate curriculum programs integrating religious content led to children's emotional, spiritual, and intellectual development in daycare centers. Incorporating music, art, and religious stories in a faith-based daycare center's teachings provides a multidimensional approach to learning.[174] Effective utilization of religious stories helps build curiosity in children and conveys moral teaching, leading to moral upbringing. Sacred music arouses children's emotions and interests, strengthening spiritual teachings and memorizing spiritual principles.[175] Exposure of children to music and religious stories helps them explore and understand religious ideas and internalize these ideas meaningfully.

Well-established and coordinated educational activities at earlier developmental stages create a foundation for holistic prosperity and children's future academic achievement. Teaching religious norms and principles creates a holistic development atmosphere, contributing to children's cognitive, emotional, social, and physical development.[176] Through this principle, children develop important skills and values they can use. Educational programming in a faith-based setting creates an interactive environment in the daycare centers that allows mutual relationships between religious teaching and the children's individual needs.[177] Using this program in daycare centers will create a climate that is not only academically educative but also

[173] Jayne, Bartlett, and Emma Housden. *Developing an outstanding curriculum*. Taylor & Francis, 2023.

[174] Maila Dinia Husni Rahiem, "Storytelling in Early Childhood Education: Time to Go Digital," *International Journal of Child Care and Education Policy* 15, no. 1 (April 6, 2021), https://doi.org/10.1186/s40723-021-00081-x.

[175] Farisia, Hernik. "Nurturing religious and moral values at early childhood education." *Didaktika Religia* 8, no. 1 (2020): 1-27.

[176] David F. Stodden et al., "Holistic Functioning from a Developmental Perspective: A New Synthesis with a Focus on a Multi-Tiered System Support Structure," *Clinical Child and Family Psychology Review* 26, no. 2 (February 24, 2023): 343–361, https://doi.org/10.1007/s10567-023-00428-5.

[177] Douglas Russell, Jacqueline Stewart, and Daryl Higgins, "Safeguarding in Church: Children and Young People's Perceptions of Safety in Religious and Other Faith-Based Settings," *Journal of Interpersonal Violence* 38, no. 3–4 (August 11, 2022): 4459–4485, https://doi.org/10.1177/08862605221117548.

important for children's spiritual, social, and emotional nourishment.[178] Children in settings that offer this kind of instruction get the firm foundation they need to address challenges they are likely to face in the future.

Community Outreach and Engagement

Communal interaction and engagement are essential for the effective operations of a daycare. Understanding community needs is important for effective care for children while in daycare. Researching the economic background of parents in the community is equally important to establish the diverse needs and challenges these families face.[179] Engaging in important conversations and carrying out assessments on communal needs enables the daycare management to offer services that meet the demands of these communities. Collaborating with families, places of worship, and community-based organizations leads to good relations for nourishing daycare activities.[180] A conducive environment is created to effectively implement daycare services once a good relationship with the entire community is established. Good relationships between daycares and community organizations foster collective responsibility, allowing the daycare to access more resources.[181] Community-based organizations can finance daycare to support children in these settings, especially ones from economically disadvantaged backgrounds. Through the financial support received, daycares can provide medical services,

[178] Ruth Beatson et al., "Early Childhood Education Participation: A Mixed-Methods Study of Parent and Provider Perceived Barriers and Facilitators," *Journal of Child and Family Studies* 31, no. 11 (March 9, 2022): 2929–2946, https://doi.org/10.1007/s10826-022-02274-5.

[179] Noel E. Kelty and Tomoko Wakabayashi, "Family Engagement in Schools: Parent, Educator, and Community Perspectives," *SAGE Open* 10, no. 4 (October 1, 2020): 215824402097302, https://doi.org/10.1177/2158244020973024.

[180] Holleman, Martha. "Child Care After COVID: Equity, efficiency, and effectiveness in the financing and delivery of child care in Baltimore and Maryland." (2021).

[181] David F. Stodden et al., "Holistic Functioning from a Developmental Perspective: A New Synthesis with a Focus on a Multi-Tiered System Support Structure," *Clinical Child and Family Psychology Review* 26, no. 2 (February 24, 2023): 343–361, https://doi.org/10.1007/s10567-023-00428-5.

organize sporting activities, or even organize academic programs that contribute to children's overall development and well-being.

A good relationship between daycare and the community leads to trust development. Transparency and open communication by the daycare is crucial in building trust with the community. Commitment and dedication of the daycare through providing quality services and adhering to cultural practices, norms, and requirements of the society create a good image and reputation, enabling the daycare to receive maximum support from different stakeholders in the community.[182] Equal treatment of children with dignity regardless of their race, ability, religion, or family background is equally important in operating daycare centers.[183] Creating an environment that allows children to embrace, value, and celebrate diversity establishes a sense of belonging for children from diverse cultural backgrounds, thus enhancing daycare's effectiveness and overall performance.[184] Daycare needs to establish culture-sensitive measures by adopting different academic materials, employing staff from other cultures, and training them on the cultural practices and needs of the community for the effectiveness of daycare.

Community outreach is an important principle that should not be overlooked when practicing daycare activities in the community. Community outreach goes beyond providing childcare services to meeting the needs of society.[185] Daycare involvement in community activities provides a sense of belonging. Engaging in communal activities like sweeping the

[182] Noel E. Kelty and Tomoko Wakabayashi, "Family Engagement in Schools: Parent, Educator, and Community Perspectives," *SAGE Open* 10, no. 4 (October 1, 2020): 215824402097302, https://doi.org/10.1177/2158244020973024.

[183]Rachel, Anderson, Laura Luchies, and Rachel Venema. "Faith-Based Child Care Policy Brief." *Research Summary* (2022).

[184] Douglas Russell, Jacqueline Stewart, and Daryl Higgins, "Safeguarding in Church: Children and Young People's Perceptions of Safety in Religious and Other Faith-Based Settings," *Journal of Interpersonal Violence* 38, no. 3–4 (August 11, 2022): 4459–4485, https://doi.org/10.1177/08862605221117548.

[185] Ruth Beatson et al., "Early Childhood Education Participation: A Mixed-Methods Study of Parent and Provider Perceived Barriers and Facilitators," *Journal of Child and Family Studies* 31, no. 11 (March 9, 2022): 2929–2946, https://doi.org/10.1007/s10826-022-02274-5.

market, clearing bushy sites, and planting trees shows the daycare's commitment to caring for society's needs.[186] Embracing teamwork in a daycare setting is important for effective community outreach programs. Team members can share ideas that can be transformed into important projects that can positively contribute to the needs of society.[187] Daycares can also organize training workshops to offer parenting tips, provide relevant materials for parenting and child development, form alliances with businesses to support needy learners in their centers, and provide important services like guidance and counseling where needed.[188] Offering these services shows the actual commitment of daycare to the community's needs beyond normal childcare.

Child development expertise

Child development expertise could help implement a strong faith-based daycare program that meets the needs of working parents. A leader with expertise in children's development needs can align the needs of children attending the daycare program to their developmental stages. Expert leaders create a supportive environment that offers a safe and nurturing ground for the development of children within the facilities of a faith-based environment.[189] The expertise leaders with children development expertise in a faith-based daycare promote children's holistic growth and development, making them grow socially, emotionally, and psychologically.[190] Child

[186] Holleman, Martha. "Child Care After COVID: Equity, efficiency, and effectiveness in the financing and delivery of child care in Baltimore and Maryland." (2021).

[187] Jessie-Lee D. McIsaac et al., "Responsive Feeding Environments in Childcare Settings: A Scoping Review of the Factors Influencing Implementation and Sustainability," *International Journal of Environmental Research and Public Health* 19, no. 19 (September 20, 2022): 11870, https://doi.org/10.3390/ijerph191911870.

[188] David F. Stodden et al., "Holistic Functioning from a Developmental Perspective: A New Synthesis with a Focus on a Multi-Tiered System Support Structure," *Clinical Child and Family Psychology Review* 26, no. 2 (February 24, 2023): 343–361, https://doi.org/10.1007/s10567-023-00428-5.

[189] Rebecca A. Kuehl, Molly Krueger Enz, and Sara a. Mehltretter Drury, "Using Enclave Groups to Discuss Workplace Cultural Diversity and Community Inclusion," *Human Communication Research* 49, no. 2 (February 20, 2023): 194–204, https://doi.org/10.1093/hcr/hqad006.

[190] P. Gail Williams et al., "Addressing Early Education and Childcare Expulsion," *Pediatrics* 152, no. 5 (October 30, 2023), https://doi.org/10.1542/peds.2023-064049.

development expertise plays a vital role in assisting children to align their developmental needs and create a supportive environment that helps them grow well-molded.

Leadership skills

Implementing a faith-based children's program requires a skillful leader who can create a good working culture. Leaders with knowledge and skills create a collaborative culture where all the stakeholders' contributions are valued as they contribute to improving services provided within the program.[191] Skillful leaders help cultivate a working culture that promotes staff cohesiveness and dedication and champions and takes an active role in establishing a strong culture, leading to the achievement of the overall goals of the faith-based program as they are motivated to perform their job. Successful faith-based childcare programs are anchored on skillful leaders who can create an avenue for open communication where all the stakeholders provide their opinions, which are highly valued for creating a conducive environment. For example, parents can question a program operated in faith-based avenues.[192] These leaders make sense of purpose and direction by aligning the goals and objectives of the faith-based program to the daily routine and programs, which, when implemented, significantly results in positive goal attainment. The purpose of establishing a faith-based program is achieved and sustained through determined and skillful leaders.

Effective communication

Communication could play a key role in properly implementing faith-based childcare programs. Effective communication facilitated by leaders within a faith-based childcare program

[191] Marion Shields and Sherene J Hattingh, "Christian Early Childhood Leaders: Management Challenges and Responses," *International Journal of Christianity & Education* 26, no. 1 (December 2, 2021): 18–31, https://doi.org/10.1177/20569971211039243.

[192] Julian Lieb et al., "Family Experiences of Engagement in Inclusive Childcare Programs for Toddlers," *Journal of Childhood, Education & Society* 4, no. 2 (July 14, 2023): 193–218, https://doi.org/10.37291/2717638x.202342251.

helps develop trust and understanding among the stakeholders, which is achieved through frequent communication that increases transparency levels among the entire group.[193] Parents remain well informed of their children's progression and can offer appropriate input to deal with them properly. Through effective communication, proper communication channels are put in place, which makes it possible to address the parents' needs and concerns most appropriately, increasing their confidence in the program's operation. Effective communication promotes program reinforcement and commitment by all the stakeholders as they understand what is required of them to improve and accomplish the goals and objectives of the entire program. Through effective communication, faith-based childcare programs allow positive participation of all people who contribute to ensure it achieves the set objectives by handling all needs effectively.[194]

Cultural competence

Implementation of faith faith-based childcare programs could require embracing diverse cultural competencies to create a harmonious community. Accommodation of different cultures of various participants within a childcare program contributes to creating an inclusive environment that ensures all stakeholders from divergent cultural backgrounds feel comfortable associating with such a program.[195] Cultural competence embraced within a faith-based program promotes understanding of different cultures as people are willing to share their diverse artistic approaches, creating a unique program that reflects positive cultural competitiveness. Cultural

[193] Marion Shields and Sherene J Hattingh, "Christian Early Childhood Leaders: Management Challenges and Responses," *International Journal of Christianity & Education* 26, no. 1 (December 2, 2021): 18–31, https://doi.org/10.1177/20569971211039243.

[194] P. Gail Williams et al., "Addressing Early Education and Child Care Expulsion," *Pediatrics* 152, no. 5 (October 30, 2023), https://doi.org/10.1542/peds.2023-064049.

[195] Benjamin L. Bayly, Karen L. Bierman, and Linda Jacobson, "Teacher, Center, and Neighborhood Characteristics Associated with Variations in Preschool Quality in Childcare Centers," *Child & Youth Care Forum* 50, no. 5 (January 20, 2021): 779–803, https://doi.org/10.1007/s10566-021-09599-0.

competence builds a faith-based daycare setting representing a rich cultural heritage by incorporating different cultural practices. Cultural competence contributes to creating a harmonious environment that considers and factors in all the desires of other plays in the program.[196]

Financial planning

Proper implementation of a faith-based childcare program requires sound financial planning and management to ensure the future sustainability of such a program. The executors of the program should ensure that cost-effectiveness approaches are embraced in allocating resources in various departments within the program to ensure maximum utilization of resources, leading to the achievement of efficiency and effectiveness. Organizing fundraising campaigns that are appropriate to the program provides a good fund drive that will contribute to gathering enough finances to ensure smooth program operations.[197] Financial teams should seek grants through writing and applying to individuals and organizations who could assist in sponsoring the program's running. The success of faith-based programs relies heavily on financial prudence in reporting to ensure the management team utilizes the available resources in the proper way possible, contributing to earning the confidence of program sponsors and donors. Financial planning leads to the sustainability of faith-based programs as public resources are utilized in the best way possible to meet the desires of its stakeholders.

[196] Marion Shields and Sherene J Hattingh, "Christian Early Childhood Leaders: Management Challenges and Responses," *International Journal of Christianity & Education* 26, no. 1 (December 2, 2021): 18–31, https://doi.org/10.1177/20569971211039243.

[197] Ali Rama et al., "Religious and Social Narratives and Crowdfunding Success," *Journal of International Financial Markets, Institutions and Money* 80 (September 1, 2022): 101595, https://doi.org/10.1016/j.intfin.2022.101595.

Community outreach and engagement

Implementation of faith-based children's care programs requires community engagement and outreach. The involvement of community members in implementing a faith-based program ensures that the program receives the community's support and offers a shared purpose.[198] Active community involvement in activities such as volunteering opportunities and celebrations contributes to creating a collaborative environment that promotes a spirit of cooperation toward the common good of the project. Engaging the community ensures the sharing of program responsibility, increasing the likelihood of the program's success as the community leaders bring creative and innovative approaches to running the program.[199] Engaging the community ensures program ownership, creating a collaborative environment, and sharing responsibility, leading to the program's success.

Spiritual leadership and guidance

Faith-based programs could provide an avenue for acquiring spiritual leadership and guidance. Implementation of faith-based programs contributes to integrating spiritual concepts into the education curriculum, ensuring children develop holistically.[200] Children are nurtured spiritually as the faith-based program focuses mainly on providing a spiritual environment to children, making them understand their faith at an early stage. The faith-based program creates a

[198] T. J., N. D'Sa D'Agostino, , and N. Boothby. "What's faith got to do with it? A scoping study on local faith communities supporting child development and learning." *International Journal of Educational Development* 81 (2021): 102325.

[199] Rebecca A. Kuehl, Molly Krueger Enz, and Sara a. Mehltretter Drury, "Using Enclave Groups to Discuss Workplace Cultural Diversity and Community Inclusion," *Human Communication Research* 49, no. 2 (February 20, 2023): 194–204, https://doi.org/10.1093/hcr/hqad006.

[200] Benjamin L. Bayly, Karen L. Bierman, and Linda Jacobson, "Teacher, Center, and Neighborhood Characteristics Associated with Variations in Preschool Quality in Childcare Centers," *Child & Youth Care Forum* 50, no. 5 (January 20, 2021): 779–803, https://doi.org/10.1007/s10566-021-09599-0.

strong foundation for children to grow ethically as they are molded in moral values.[201] Spiritual leadership and guidance offer spiritual directional and positive foundational pillars for children.

Regulatory Compliance and Safety

Ensuring that the daycare meets all legal and safety requirements is often vital. Understanding state and federal regulations for running a daycare, health and safety protocols, and child protection policies can create a respectful and holistic environment for children's growth. Ministerial competencies with a clear understanding of the children's growth and their appropriate age activities promote the quality of daycare, and this knowledge in practice makes the daycare more competent in promoting emotional, social, and cognitive growth among children.[202] The daycare upholding the knowledge of local, state, and federal regulations, including licensing requirements, promoting child-to-staff ratio, and health regulations, also plays a vital role in ensuring the importance of quality daycare for both parents and children. Promoting such full compliance keeps the daycare programs updated on state regulations, improving the daycare environment for children's spiritual and behavioral development.[203] The state policies and regulations allow daycare to stay updated and licensed to support children's development.

Ministerial competencies based on safety protocol procedures can also trigger effective daycare programs more conducive to supporting children and families. State policies and regulations on promoting effective emergency plans, regular safety procedures, and staff

[201] Anna Ayers Looby et al., "State Regulations to Support Children's Cultural and Religious Food Preferences in Early Care and Education," *Maternal and Child Health Journal* 24, no. 2 (December 12, 2019): 121–126, https://doi.org/10.1007/s10995-019-02833-1.

[202] Bernadette J. Saunders, "Ending the Physical Punishment of Children by Parents in the English-Speaking World: The Impact of Language, Tradition and Law," *The International Journal of Children's Rights* 21, no. 2 (January 1, 2013): 278–304, https://doi.org/10.1163/15718182-02102001.

[203] Dorte Kousholt and Pernille Juhl, "Addressing Ethical Dilemmas in Research with Young Children and Families. Situated Ethics in Collaborative Research," *Human Arenas* 6, no. 3 (June 30, 2021): 560–579, https://doi.org/10.1007/s42087-021-00236-9.

coaching on first aid procedures within the daycare are substantial strategies that encourage a holistic daycare environment for children. Parents taking their children to such a conducive environment may have a guarantee for their children's safety.[204] Ensuring the daycare is well equipped with health regulations and safety standards, including not walking out of the yard alone, not experimenting with fire, and avoiding encounters or going with strangers, is the essential rule that improves children's safety. Focusing on improving children's safety procedures, staying updated with licensing requirements, and ensuring a safe physical environment is significant in improving the quality of daycare, thus giving parents confidence concerning their children's care and behavioral development.[205]

Ministries' competence based on regulatory policies improves the daycare programs. Such regulations may improve children's ability to gain good ethics and communication skills, thus allowing them to interact effectively with others to build strong spiritual understanding. Primarily, such policies may effectively integrate values and teaching into the curriculum within faith-based daycare centers for children to learn and understand their spiritual and emotional needs.[206] Based on such ministry competencies, aligning belief concepts with ethical and moral guidance among children may be effectively enhanced, thereby making the daycare a conducive and holistic environment for children and parents to gain good ethics and morals.

[204] Beverly Chia Chi Liu and Michael S. Vaughn, "Legal and Policy Issues from the United States and Internationally about Mandatory Reporting of Child Abuse," *International Journal of Law and Psychiatry* 64 (May 1, 2019): 219–229, https://doi.org/10.1016/j.ijlp.2019.03.007.

[205] Anna Ayers Looby et al., "State Regulations to Support Children's Cultural and Religious Food Preferences in Early Care and Education," *Maternal and Child Health Journal* 24, no. 2 (December 12, 2019): 121–126, https://doi.org/10.1007/s10995-019-02833-1.

[206] Dorte Kousholt and Pernille Juhl, "Addressing Ethical Dilemmas in Research with Young Children and Families. Situated Ethics in Collaborative Research," *Human Arenas* 6, no. 3 (June 30, 2021): 560–579, https://doi.org/10.1007/s42087-021-00236-9.

Counseling and Support Services

They are providing emotional and spiritual support to children and their families. This may involve training in counseling or pastoral care, understanding child development, and having referral systems in place for additional support services. Improving the provision of individual counseling by allowing children to have direct contact with their counselors is a crucial approach to addressing specific concerns among children, including mental issues not limited to depression. Using such improved counseling sessions promotes the quality of the daycare environment, thus enabling children and parents to solve their mental needs effectively.[207] Despite focusing on individual counseling, delving into providing emotional support by teaching emotional regulation strategies such as simple exercise and mindfulness anchored in the daycare can also have significance in solving children's emotional and spiritual needs. Daycare with such embodied emotional regulation programs based on counseling allows parents and children to endure relaxation, thus controlling their emotions.[208] Daycare with such improved counseling and teaching programs can reduce fear and anxiety among parents and children, thus enhancing their emotions and behavioral change.

Promoting parental seminars and offering counseling sessions among families may, in turn, encourage communication, effective parenting, and addressing family dynamics. The counseling sessions within daycare improve parents' spiritual and emotional change as a result of gaining knowledge of family settings. Gaining high-end knowledge through seminars allows

[207] Beverly Chia Chi Liu and Michael S. Vaughn, "Legal and Policy Issues from the United States and Internationally about Mandatory Reporting of Child Abuse," *International Journal of Law and Psychiatry* 64 (May 1, 2019): 219–229, https://doi.org/10.1016/j.ijlp.2019.03.007.

[208] Iwoeng Geovani et al., "juridical analysis of victims of the economic exploitation of children under the age to realize legal protection from human rights aspects," *International Journal of Educational Review, Law and Social Sciences* 1, no. 1 (September 23, 2021): 45–52, https://doi.org/10.54443/ijerlas.v1i1.10.

them to understand their children's feelings and provides ethical and moral guidance.[209] Furthermore, teaching parents strategies for conflict resolution through counseling sessions also creates a supportive environment within daycare, thus improving the program's success by allowing parents to train their children on good morals. Counseling is shown to embody parents with parenting skills and effective communication, which significantly promotes children's emotional and spiritual needs.

Regulatory compliance provides policies that meet counseling and communication, ethical and moral guidance, and cultural diversity in daycare. The policies may improve the daycare programs, thus allowing children to gain good ethics and communication skills from counseling sessions. Delving into the understanding of the state regulations on effective communication and counseling is essential in ensuring quality services with the daycare centers.[210] Ministerial competencies that foster effective communication skills and counseling are the most pivotal strategy in addressing children's behavioral, spiritual, emotional, and interactive needs, making daycare centers respectable learning centers for children. Additionally, ministries' competencies that allow counseling and teaching sessions on cultural inclusivity and diversity among children build a good and welcoming daycare environment. This cultural teaching improves children's understanding of faith values, food, and cultural ethics and morals.[211] Improving counseling and teaching sessions in faith-based daycare environments

[209] Xiaoyi Hu, "Chinese Fathers of Children with Intellectual Disabilities: Their Perceptions of the Child, Family Functioning, and Their Own Needs for Emotional Support," *International Journal of Developmental Disabilities* 68, no. 2 (February 3, 2020): 147–155, https://doi.org/10.1080/20473869.2020.1716565.

[210] Xiaoyi Hu, "Chinese Fathers of Children with Intellectual Disabilities: Their Perceptions of the Child, Family Functioning, and Their Own Needs for Emotional Support," *International Journal of Developmental Disabilities* 68, no. 2 (February 3, 2020): 147–155, https://doi.org/10.1080/20473869.2020.1716565.

[211] Sarah Garrity et al., "Examining the Tensions between Cultural Models of Care in Family Childcare and Quality Rating Improvement Systems," *Children and Youth Services Review* 122 (March 1, 2021): 105927, https://doi.org/10.1016/j.childyouth.2021.105927.

significantly allows children and parents to understand their cultural and religious values and promotes their mental well-being. [212]

Volunteer Coordination and Training

Recruiting, training, and managing volunteers who share faith values and are committed to the daycare's mission. This includes conducting background checks, training in childcare and safety protocols, and ensuring a supportive, team-oriented environment. Bridging the gap in the daycare staffing needs by supplementing volunteers and training them may improve the quality of various daycare centers, allowing them to engage in accommodating more children on board without causing an increase in the budget.[213] Their presence in these daycare centers will enable children to endure staying in a safe environment full of opportunities. Moreover, engaging volunteers from their various communities may trigger a sense of ownership and belongingness. This strategy may improve the bond between the daycare, the families involved, and the society at large, consequently fostering a supportive environment that allows children to learn essential faith values in their lives.[214] Training volunteers can enhance the development of a new set of skills, particularly in child development, safety measures, and even art, which are primarily relevant in the daycare and, as a result, may improve their beliefs and morals.

[212] Anna Ayers Looby et al., "State Regulations to Support Children's Cultural and Religious Food Preferences in Early Care and Education," *Maternal and Child Health Journal* 24, no. 2 (December 12, 2019): 121–126, https://doi.org/10.1007/s10995-019-02833-1.

[213] Noelle Fields, Erin Murphy, and Ling Xu, "Leveraging Volunteers to Support Dementia Family Caregivers: An Innovative Approach to Care and Support," in *Elsevier eBooks*, 2021, 387–405, https://doi.org/10.1016/b978-0-12-813898-4.00013-0.

[214] Xiaoyi Hu, "Chinese Fathers of Children with Intellectual Disabilities: Their Perceptions of the Child, Family Functioning, and Their Own Needs for Emotional Support," *International Journal of Developmental Disabilities* 68, no. 2 (February 3, 2020): 147–155, https://doi.org/10.1080/20473869.2020.1716565.

Appendix A: Proposal

SAFE HAVEN

By

LISA LYNN WRIGHT

A DEMONSTRATION PROJECT PROPOSAL

New York Theological Seminary

2023

Challenge Statement

As founder of the Safe Haven Ministries Place for Children located in Queens, N.Y., and as a survivor of sexual abuse, I understand the importance of a safe space for children when parents are unavailable. The service sector in Queens, N.Y., has a high percentage of parents working during non-standard hours, creating a vacuum of high-quality, safe, and healthy childcare. This demonstration project will generate and develop a Christian-based, accessible childcare program strategic plan designed to accommodate families with non-standard hours.

CHAPTER 1

INTRODUCTION TO THE SETTING

Ensuring children have access to a secure and dependable childcare arrangement. At the same time, their parents' engagement in the workforce is paramount for both the child's well-being and the peace of mind of working parents. However, the quest for high-quality childcare is often challenging with the complexities of aligning it with one's unique work schedule. The vast scarcity of licensed daycares that offer childcare services beyond traditional working hours remains a salient issue in the United States.[215] Many parents find themselves wrestling with the daunting task of locating a childcare provider that can cater to their distinctive work schedules, which often deviate from the conventional 9:00 am to 5:00 pm.

Statistically, this issue affects a substantial portion of the population. Approximately one-third of children under six are estimated to reside in households where their parents are committed to non-traditional work hours. [216] These non-traditional hours encompass shifts that commence before 7:00 a.m. or extend beyond the 6:00 p.m. threshold on weekdays and may even contain weekend work commitments. Prior research has also shown that families that work non-traditional work hours and have children are more likely to be affected by structural barriers to educational and employment opportunities. [217]

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[215] Chaudry, Ajay, and Heather Sandstrom. 2020, "Childcare and Early education for Infants and Toddlers." *The Future of Children* 30, 165=90. https://www.jstor.org/stable/27075020

[216] Sandstrom, Heather, Erica Greenberg, Teresa Derrick-Mills. Cary Lou, Shirley Adelstein, Charmaine Runes, Ashley Hong, Devon Genua, Travis Regional, and John Marotta. 2019. "Nontraditional-Hour Childcare in the District of Columbia." Policycommons.net.Urban Institute. February 11,2019,

https://policycommons.net/artifacts/630830/nontraditional-hour-child-care-in-the-district-of-columbia/1612107/.

[217] Lou, Cary, Diane Schilder, and Laura Wagner. N.d. "Who uses Nontraditional hour Childcare?" Accessed October 1, 2023. Https://www.urban.org/sites/default/files/2022-06/Who%20Nontraditional-hour%20Care.pdf.

The absence of accessible childcare options that accommodate these atypical hours amplifies parents' challenges in searching for suitable daycare solutions. While some daycare facilities offer extended operating hours, they remain rare for parents grappling with non-traditional work schedules, akin to proverbial needles in a haystack.[218] This discrepancy between the demand for flexible childcare services and their limited availability underscores the pressing need for a more comprehensive approach to addressing the childcare dilemma in the contemporary working world. At Safe Haven, we understand parents' significant challenges when searching for dependable daycare services. Often, the need to balance work responsibilities with the care of our children forces us into situations where we entrust our little ones to caregivers we might not typically choose.

The weight of this dilemma compels us to make tough decisions, driven by our commitment to providing for our families. As we embark on our workdays, we do so with a mix of determination and concern, constantly hoping and reflecting on the safety and well-being of our children. The stark reality of the daycare shortage leaves us with limited options, leading many of us to rely on nannies, babysitters, or family members to fill the gap. Nearly two-thirds of children are primarily cared for by relatives or by non-relatives in the home.[219] The option of hiring a nanny is only affordable to some. We have all heard of or know of someone who had a traumatic experience while someone that the parents trusted ended up in tragedy. I propose the establishment of a daycare facility in the vibrant neighborhood of Queens Village, New York,

[218] Adams, Gina, Diane Schilder, Laura Wagne, Carey Lou, and Peter Willenborg. 2022. "Excessive Summary; What Childcare Arrangements do Parents Want during Nontraditional Hours?" Policycommons.net.Urban Institute. March 30, 2022. Https://policycommons.net/artifacts/2396103/executive - summary/3417635/,

[219] Adams, Gina, Diane Schilder, Laura Wagne, Carey Lou, and Peter Willenborg. 2022. "Excessive Summary; What Childcare Arrangements do Parents Want during Nontraditional Hours?" Policycommons.net.Urban Institute. March 30, 2022. Https://policycommons.net/artifacts/2396103/executive - summary/3417635/, 166

designed to cater specifically to the needs of parents whose work schedules extend beyond the conventional nine-to-five time frame.

This venture would be operated within a facility owned by Ms. Arlene Chen, who acquired the property in 2006. Mrs. Chen's deep-rooted passion for nurturing and educating children dates back to her childhood, where she found joy in teaching everything from dolls to baby carriages and even her friends and family. She considers her innate ability to connect with and teach children a divine gift. Mrs. Chen's daycare program offers extended hours from 7 am to 6 pm, accommodating children aged 2 to 12. The facility maintains low teacher-to-child ratios, with educators overseeing one to six kids for ages two to three, one to nine children for ages three to four, and one to ten children for ages four to five. After-school hours are also provided, with teachers supervising groups of six to twelve children per class, ensuring personalized care and attention. One significant aspect of this narrative is its financial sustainability, as Mrs. Chens secures a government grant to support operations.

A notable portion of this grant, 75%, is allocated to purchase nutritious food for the children, while the remaining 25% is designated for acquiring kitchen equipment and compensating the cook. The monthly operating budget for Mr. Chen's daycare facility exceeds $100,000, encompassing expenses such as facility maintenance, utilities, supplies, cleaning staff, dedicated educators, and contractual services. In response to the pressing need for childcare beyond typical daytime hours, Mrs. Chen is open to piloting a full-time evening daycare program. This extension would cater to working parents with schedules that require care during non-traditional hours, operating from 7 pm until 7 am. To ensure affordability, the pricing structure for this service would be tailored to parents' income levels, thus striving to make high-quality childcare accessible to all members of the community. This expansion aligns with the

evolving needs of modern families and reflects Mrs. Chen's commitment to providing a safe, nurturing, and inclusive environment for children and parents alike.

The childcare facility we've named "Safe Haven" draws inspiration from a deeply personal journey. As a survivor of sexual abuse, I have firsthand knowledge of the profound significance of providing a secure sanctuary for children when they are temporarily separated from their protective parents.

Our paramount objective is to shield children from exposure to individuals who may engage in sinful actions, including heinous acts against the most vulnerable members of our society. Recognizing that sin can be complex and often challenging to comprehend, we are driven by a steadfast commitment to safeguarding the innocence of children in our care. By establishing Safe Haven, we aim to offer a nurturing environment that not only shields them from harm but also helps them navigate the world's complexities, ensuring their well-being and protection as they embark on their life journeys.

More precisely, many do not understand the meaning of sin, sinning against God, sinning against another person, and what it implies if those living within the community sin against them.[220] Recognizing the presence of sin holds significant value in the quest for societal progress and personal liberation. Sin, in its various forms, not only disrupts the spiritual connection between an individual and their higher power but can also involve wrongful actions inflicted upon others. Gaining insight into personal sin is pivotal as it underscores the notion that sin can manifest as a profoundly personal and deliberate choice. The concept of personal sin implies that individuals possess the volition to engage in sinful behavior. However, it is essential

[220] Erickson, M. *Christian Theology*, 3rd Ed. Grand rapids, MI 598 (Baker Academic 2013) 598

to acknowledge that external influences can sometimes bear upon an individual's freedom, understanding the interplay between personal growth and moral development.

It is now considered the norm that humans have a space to commit wrongful actions against God and others of their free will.[221] At Safe Haven, we aim to establish a secure and nurturing haven for children where their well-being is our top priority. We proudly offer an extensive 12-hour daycare service that welcomes children between the ages of 2 and 12, providing them with dedicated and professional childcare support. Our educators are meticulously selected, holding NYC board certification to ensure the highest standards of care and education. They are well-qualified and deeply passionate about fostering each child's unique needs, allowing them to thrive in a supportive environment. In addition to the essential caregiving aspects, our services encompass a holistic approach to child development.

We take pride in providing wholesome care, including feeding, bathing, preparing children for bedtime, and accommodating their specific arrival times. Moreover, our commitment to inclusivity and cultural diversity is reflected in our nightly lesson, where we explore a range of religious perspectives, promoting tolerance and understanding among the children. Furthermore, we understand the demands of modern parents' schedules, and as such, we extend our support to prepare children for school, depending on their pickup times. Our comprehensive approach ensures that each child receives the best care, whether with us during the day or late into the evening, providing a seamless transition to their next educational experience. For the dedicated staff at Safe Haven, the utmost priority revolves around ensuring the safety and well-being of the children under our care, safeguarding them against any potential

[221] Erickson, M, *Christian Theology, 3rd Edition* Grand Rapids, MI (Baker Academic 2013) 598

harm or danger. Our commitment lies in the triple mandate of protection, provision, and the unwavering assurance that each child always remains secure.

Our overreaching mission is to cultivate a nurturing environment where children can experience safety and receive the holistic preparation necessary for their social, emotional, and spiritual development, paving the way for their future success. Integral to our approach is incorporating religious education, where we impart knowledge about God and host nightly lessons that explore a diverse array of spiritual perspectives, fostering an atmosphere of inclusivity and understanding. Faith-based childcare centers are gaining popularity amongst parents due to their quality services that impact a child's present and future social, mental, and psychological status.[222] Practical theology is a branch of theology that studies and reflects on the practices of the Christian faith and is based on understanding and improving them.[223] This form of theology is based on the idea that theology is not only a theoretical discipline but also a practical one that affects every aspect of life and worship.

Practical theology covers preaching, church administration, pastoral care, liturgy, missions, education, counseling, and more. It also aims to help the church and its members to live out their faith in a faithful, relevant, and effective way. Practical theology explores the diverse aspects of faith-based childcare, such as physical location, culture, demographics, history, and governance. These practices aim to benefit the involved individual's social, mental, and psychological well-being. Christian-based childcare facilities instill good morals and values into the next generation by teaching them about faith through these programs. Practical theology

[222] Swinton, John and Harriet Mowat, *Practical Theology and Qualitive Research 2nd Edition* (SCM Press 2016) 144

[223] "Practical Theology| Ligonier Ministries." *Ligonier Ministries*. https://www.ligonier.org/guides/practical-theology. 163

assumes that most Christian practices are essential. Practical theology seeks to examine their existing theories and assumptions.

It contributes to developing new approaches to Christian-based childcare facilities. Practical theology critically reflects how the church interacts with day-to-day activities such as childcare.[224] Practical theology can explain the diverse concepts of a faith-based childcare system. Practical theology can explain the various concepts of a faith-based childcare system by critically reflecting on the actions and beliefs of the faith communities that provide or use such services. Practical theology can also examine faith-based childcare. Relates to the broader social and cultural context, as well as to the gospel and Christian tradition. Practical theology can help faith-based childcare providers and users understand and improve their practices and communicate and collaborate with others who share or differ from their perspectives. Practical theology can also help to inform and inspire policymakers and researchers who seek to support a comprehensive and inclusive childcare system that respects parental preferences and diverse childcare options.

Christian activities are communal and have histories and traditions developed over time. These activities relate to specific communities and have meaning and value to the members of society. Physical location, environment, culture, demographics, history, and governance affect the efficiency and effectiveness of services offered at Christian-based childcare centers.[225] Practical theology has three significant levels of knowledge that describe Christian-based childcare facility concepts: knowledge of others, knowledge of phenomena, and reflecting

[224] "Practical Theology| Ligonier Ministries." *Ligonier Ministries*. https://www.ligonier.org/guides/practical-theology. 164

[225]Practical Theology| Ligonier Ministries." *Ligonier Ministries*. https://www.ligonier.org/guides/practical-theology. 180

understanding[226]. Christian-based childcare programs play a pivotal role in supporting parents and children in our community. To truly make a positive impact, we must immerse ourselves in the situations we aim to address.

This involves acknowledging the need and witnessing the community's challenges and adversities. By detecting the struggles endured by our community members, we gain a profound understanding of their needs and the hardships they endure. This firsthand experience catalyzes generating the desire and motivation necessary to effect meaningful change in response to the pressing demands of our community. Christian-based childcare facilities act as a beacon of hope, offering a tangible solution to the challenges parents and children face. However, their efficacy extends beyond mere provision – they symbolize a commitment to fostering positive transformation within our community. By immersing ourselves in the realities of those we aim to serve, we recognize the importance of these programs and fuel the determination to meet the essential needs they address. The needs and the difficulty are called contextual experiences.[227]

Once we know the condition, then we can identify the problem. Prime example: I recognized the need for a 24-hour Christian-based childcare center in surrounding neighborhoods. I experienced the need to obtain a reliable, dependable childcare facility to watch my son from 3 pm to 1 am. Not only did I need a reliable provider, but I wanted my son to be safe. I remember my traumatic experience of being molested as a tiny child. Hence, the vision of the childcare center needs to be a safe environment for all who enter the doors. Safe Haven wants the parents who leave their children with us to know that they can rest assured that

[226] Ibid 181

[227] IBID 182

Safe Haven will ensure their children will be provided mentally, physically, emotionally, and spiritually.

At Safe Haven, our commitment extends unreservedly to children of all races, backgrounds, and genders. Our foremost objective is to create an environment where every child experiences care and an overwhelming sense of love and protection. We acknowledge that some children bear hidden burdens, ranging from unmet basic needs like hunger to the far more distressing specters of physical, sexual, and verbal abuse. Sometimes, these young souls may not receive the affection and care they desperately need in their homes. Regardless of each child's unique circumstances, Safe Haven stands resolute in its mission to counteract these adversities with the divine love of God, thereby nurturing and supporting children through their life's journey. Our mission's core lies in an unyielding commitment to supporting working families by providing a secure, nurturing, and well-equipped childcare experience.

Our aim extends beyond merely relieving parents' anxieties and challenges; we aspire to create an environment where every child can flourish, develop, and explore the enduring embrace of divine love. Safe Haven stands as a symbol of sanctuary, where care and compassion converge to create a haven for children from diverse backgrounds. Within the nurturing embrace of our community, regardless of their life's journey. Our fundamental purpose is to be a pillar of support for parents, knowing that the demands of modern life often necessitate external childcare assistance. We recognize the importance of ensuring a secure environment and providing resources and guidance that facilitate a child's journey. It is not just about safety but about the journey toward self-discovery, and we are committed to guiding them on this path. In our view, Safe Haven is not just a childcare facility but a place where children can experience the warmth

of human connection, develop social skills, and be exposed to the values of love, kindness, and understanding.

By fostering this nurturing environment, we aim to instill a sense of belonging and acceptance in each child, ensuring they carry the lessons learned at Haven into their future endeavors. The absence of adequate childcare can have far-reaching consequences for families and society. Primarily, it burdens parents, particularly mothers, who are often forced to make difficult choices between their careers and caregiving responsibilities.[228] This can result in reduced workforce participation and career advancement opportunities, leading to long-term financial instability and a gender wage gap. Furthermore, inadequate childcare can negatively impact children's development, as they may miss out on the early education and socialization opportunities provided by high-quality childcare.[229]

[228] Cagliesi, G. and Hawkes, D. 2021 Are we all in this together? Alleviating the childcare constraint for women in economic crisis. *International Journal of Social economics*, 48(9), pp.1245-1263.

[229] Lee, E.K. and Parolin, Z.,2021 the care burden during COVID 19: A national database of childcare closures in the United States. Socius, 7. P.23780231211032028.

CHAPTER 2

INITIAL ANALYSIS OF THE CHALLENGE

The lack of childcare for parents who work outside of regular hours is a severe problem affecting many families, businesses, and the economy. Many parents cannot pursue their careers, earn income, or contribute to their fields because they need help finding reliable and affordable childcare that matches their work schedules. The lack of childcare for non-traditional hours also disproportionately affects women, who are more likely to be responsible for taking care of children at home. Women are more likely to report that their hours were reduced due to lack of childcare if they were black, single, divorced, separated, or widowed. This can negatively impact their career advancement, financial security, and mental health. The childcare industry is also facing a labor shortage crisis, as many childcare providers have closed or reduced their capacity due to the COVID-19 pandemic.

Fewer workers are available to provide quality care for children, especially during nights, weekends, or other non-standard hours. This can affect the safety, development, and well-being of children who need care. The lack of childcare for parents who work outside of regular hours is not only a family issue but also a business and social issue. It affects how we work when we work, and why we work. It also affects the future of our children and our society. Therefore, it is essential to find solutions supporting working parents and their children, such as employer-provided childcare benefits, flexible work arrangements, public subsidies, or alternative childcare models. The community needs to address the lack of childcare for parents who work outside the typical 9 to 5. I was a parent needing childcare that accommodated my 4 pm to 12-midnight shifts. I found out none was available, and locating a 24–hour daycare was challenging.

I identify this vacuum of necessary services as a political situation. In black and brown communities, funding does not get to these areas like in a white neighborhood. This severe issue affects many families of color who struggle to find affordable, accessible, and quality childcare that matches their work schedules and needs. According to a 2019 National Women's Law Center report, nearly half of black and Latinx mothers with children under 18 live in childcare deserts or areas with more than three children under the age of five for every licensed childcare slot. [230] This lack of access to childcare can have several negative consequences for black and brown families. Childcare is often the second largest expense for working families after housing. When families don't have access to affordable childcare, they may have to cut back on other essential expenses, such as food, housing, or healthcare.

Lack of access to childcare can also make it difficult for parents to work or go to school, limiting their economic opportunities. Parents who are struggling to find childcare often experience high levels of stress and anxiety. This can hurt their mental and physical health, as well as their relationship with their children. Several factors contribute to the lack of affordable childcare for black and brown families. This lack of access to childcare can have several negative consequences for black and brown families. Childcare is often the second largest expense for working families after housing. When families don't have access to affordable childcare, they may have to cut back on other essential expenses, such as food, housing, or healthcare.[231]

Lack of access to childcare can also make it difficult for parents to work or go to school, limiting their economic opportunities. Parents who are struggling to find childcare often

[230] M. Grant. "How Childcare Disruptions Hurt Parents of Color Most." Center for American Progress, November 7, 2021. https://www.americanprogress.org/article/child-care- disruptions-hurt-parents-color/.

[231] Harry, Elizabeth M., Lindsey E. Carlasare, Christine A. Sinsky, Roger L, Brown, Elizabeth Goelz, Nancy Nankivil, and Mark Linzer. "Childcare stress, burnout and intent to reduce hours or leave the job during the COVID-19 pandemic among US health care workers." *JAMA Network* open 5, no 7 (2022): e2221776-e2221776

experience high levels of stress and anxiety.[232] This can harm their mental and physical health, as well as their relationship with their children. Childcare for parents working non-traditional hours presents a multifaceted landscape of options and considerations, extending far beyond the confines of the conventional nine-to-five work schedules. These non-traditional hours, encompassing evenings, nights, and weekends, give rise to distinctive challenges for parents searching for dependable and adaptable childcare solutions. In such scenarios, a range of alternatives beckon exploration.

First and foremost, family support networks, like grandparents and other relatives, emerge as invaluable resources in providing care during irregular hours.[233] However, it's essential to acknowledge that not all families have the privilege of such accessible assistance, leaving many parents to seek alternative solutions. Another viable avenue entails enrolling children in flexible childcare facilities that extend their services beyond the usual time constraints or operate around the clock, offering a lifeline for parents with unconventional work schedules. Nevertheless, it's essential to recognize that such facilities may not be universally accessible due to limited availability or location constraints.

For some, in-home childcare arrangements are the answer, involving hiring nannies or babysitters who are willing and capable of accommodating non-traditional hours. This personalized approach assures parents of individualized care within the comforts of their own

[232] Sipple, John W., Lisa A. McCabe, and Hope G. Castro. "Childcare deserts in New York State: Prekindergarten implementation and community factors related to the capacity to care for infant and toddlers." *Early Childhood Research Quarterly* 51 (2020): 167-177.

[233] Schilder, Diane, Carey Lou, and Diane Wagner. N.d. "How Many Hours Do Young Children Spend in Nontraditional hour Childcare, and How Doe It Vary by Type of Care?" https://www.urban.org/sites/default/files/2022-06/How%20Many%20Hours%20Do%20Young%20Children%20Spend%20in%20Nontraditional%20Child%20Care%20and%20How%20Does%20It%20Vary%20by%20Type%20of%20Care.pdf

homes. Furthermore, local daycare centers or preschools that offer evening or weekend programs can be a practical and appealing choice for parents. These programs are specifically designed to cater to the needs of families with unconventional work hours, providing a structured and educational environment for children during these times. Amidst this array of options, parents must carefully evaluate their specific needs, financial considerations, and, most importantly, the well-being and development of their children when selecting the most suitable childcare arrangement for non-traditional work hours.

Effective communication and meticulous planning between parents and caregivers are pivotal in ensuring a harmonious and stable childcare environment that supports the growth and flourishing of the next generation, even in the face of unconventional work schedules.[234] The challenge is to address the pressing needs of parents who require a childcare facility capable of ensuring the safety and well-being of their children around the clock, regardless of the hours they work. It is evident that very few childcare facilities currently operate beyond the conventional 7:00 p.m. closing time, leaving a significant gap in available options for parents with non-traditional work schedules. The consequence of this scarcity is that parents often find themselves in a precarious position, struggling to afford adequate care and, at times, having to lean on the support of family and friends, which may not always be a reliable or sustainable solution. Delving deeper into the challenge, it becomes apparent that it has multifaceted dimensions, including political and socioeconomic factors.

Disparities in funding allocation are particularly evident where communities of color, notably black and brown communities, often face inequities in resource distribution compared to

[234] Frosch, CynthiaA., Sarah J. Schoppe-Sullivan, and D. David O' anion, 2019. "Parenting and Child Development: A Relational Health Perspective." American Journal of Lifestyle Medicine 15, no 1 (May): 155982761984902. https://doi.org/10.1177/1559827619849028

their white counterparts and other ethnic groups.[235] This systemic inequality exacerbates the difficulties in establishing and maintaining accessible, high-quality childcare facilities in underserved areas. The predicament is further compounded by the necessity for both parents to work in many households or in cases where children are raised in single-parent families, where the sole provider must also juggle work responsibilities. Consequently, the demand for free childcare services and a more extensive network of 24-hour childcare facilities is paramount, reflecting the growing need within our society. Addressing the childcare challenge comprehensively means accommodating parents with diverse work shifts and recognizing the inherent economic and social disparities contributing to the issue.

It necessitates a collaborative effort to bridge these gaps, ensuring that all parents can access reliable, affordable, high-quality childcare services regardless of their work hours or socioeconomic backgrounds. Such initiatives are vital for the well-being and development of our children and for fostering a more equitable and inclusive society. Several factors contribute to the lack of affordable childcare for black and brown families. Black and brown families are more likely to live in poverty, which makes it difficult to afford childcare. This group is also more likely to experience discrimination in the childcare market, making finding affordable and quality care difficult. The United States invests less in public childcare than other developed countries.[236]

This lack of investment disproportionately impacts black and brown families, who are more likely to rely on public childcare. The profound upheaval experienced by the childcare industry in the wake of the COVID-19 pandemic has inflicted its most devasting blows upon

[235] Novoa, Cristina. 2020. "How Childcare Disruptions Hurt Parents of Color Most." Center for American Progress. June 29,2020. Httpa://americanprogress.org/article/child-care-disruptions-hurt-parents-color/.

[236]Kurtz, Alexa A., Bailey D. Lawrence, Jessica L. Roman, Patrick J. Walsh, Apgar, Peter Grof, Joseph Palazzolo, and Annette Ritchie. "Understanding the Early Childcare Landscape in New Jersey." (2021).

women of color, casting a long shadow over their livelihoods and well-being.[237] Astonishingly, they comprise 45 percent of the childcare workforce and half of all childcare business owners.[238] This staggering representation underscores their pivotal role in the sector and their vulnerability to the pandemic's far-reaching repercussions. Childcare is of paramount importance for women of color, as they often face unique challenges and disparities that intersect with caregiving responsibilities. Women of color, mainly black, indigenous, and Latina women, are more likely to be employed in low-wage jobs without access to paid leave or flexible work arrangements.[239]

The lack of affordable and high-quality childcare options exacerbates these inequalities, making it difficult for them to balance work and family responsibilities. As primary breadwinners or co-breadwinners in their households, the ability of women of color to maintain employment is crucial for economic stability. Yet, more childcare is needed to ensure workforce participation and career advancement. Moreover, women of color often bear the brunt of caregiving responsibilities not only for their children but also for other family members, including aging parents.[240] This "care burden" can be overwhelming without reliable childcare support.

Accessible and affordable childcare services not only enable women of color to maintain their employment but also provide essential educational and social opportunities for their children, mitigating potential disparities in early childhood development. In this context, quality childcare

[237] Lattimore, Ashton and Ashton Lattimore. "The COVID-19 Childcare Crisis Hits Black and brown Women hardest." *Prism* (June 9, 2021). https://prismreports.org/2020/08/28/the-covid-19-child-care-crisis-hits-black-and -brown-women-the -hardest

[238] Modestino, Alicia, Jamie Ladge, Addie Swartz, and Alisa Lincoln. 2021. "Childcare is a Business Issue." Harvard Business Review. April 29, 2021. https://hbr://org/2022/04/childcare-is-a-business-issue.

[239] Mckeen, J.P., 2021. Mind the gap: Addressing childcare inequalities for children and caregivers. Columbia Social Work Review, 19 (1), pp.44-61.

[240] Moran, K.K., 2021 Examining childcare instability and transition patterns in low-income, urban neighborhoods in the United States: A qualitative study. *Childcare in Practice*, 27 (1), pp.35-53.

can be a critical tool for breaking the cycle of poverty and improving the overall well-being of families. Furthermore, a woman of color has historically been underrepresented and marginalized in the workforce.[241] Access to dependable childcare can empower them to pursue educational and career opportunities, contributing to more excellent representation and leadership roles in various industries. It can also provide a pathway to economic self-sufficiency, financial security, and reduced reliance on social safety net programs.

For women of color, childcare is not just a matter of convenience but a fundamental pillar of economic stability, career advancement, and family well-being. Recognizing the importance of affordable and accessible childcare is essential in addressing the intersectional challenges women of color face and promoting more significant equity in the workforce and society. The grim aftermath of the pandemic has left many women of color grappling with the loss of their jobs or a substantial decline in income. Moreover, a sizable portion of this workforce finds themselves on the front lines as essential workers, facing elevated health risks in their dedication to supporting their communities during these tumultuous times. The intricate intersection of race and economic circumstances becomes acutely evident as *black* and Latina mothers often shoulder the mantle of family breadwinners, predominantly occupying lower-paying positions and being disproportionately designated as essential workers.[242]

[241]Nadal, K.L., King. R., Sissoko, D.G., Floyd, N. Hines, D., 2021. The Legacies of systemic and internalized oppression: Experiences of microaggressions, imposter phenomenon, and stereotype threat on historically marginalized groups. *New Ideas in Psychology*, 63, p.100895

[242] Bloome, Deirdre. 2014. "Racial Inequality Trends and the Intergenerational Persistence of Income and Family Structure." American Sociological review 79, no. 6 (November): 1196-1125. https://doi.org10.1177/0003122414554947.

Women are more likely to report that their hours were reduced due to a lack of childcare if they were black, single, divorced, separated, or widowed.[243] The childcare industry is also facing a labor shortage crisis, as many childcare providers have closed or reduced their capacity due to the COVID-19 pandemic.[244] The pandemic exposed vulnerabilities within the childcare system, leading to substantial disruptions in availability, affordability, and quality of childcare services.[245] Fewer workers are available to provide quality care for children, especially during nights, weekends, or other non-standard hours. This can affect the safety, development, and well-being of children who need care.[246] One prominent impact has been the closure or limited operation of childcare facilities due to health and safety concerns.[247] The pandemic also highlighted the essential role of childcare in supporting the workforce.[248] Additionally, the expansion of paid family and sick leave policies aimed to alleviate some of the caregiving burdens faced by parents. Further, the pandemic spurred discussions about the need for long-term reforms in the childcare sector.[249]

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[243] Ferguson, Stephanie. "Understanding America's Labor Shortage: The Scarce and Costly Childcare Issues." U.S. Chamber of Commerce (April 27, 2023). https://www.uschamber.com/workforce/understanding-americas-labor-shortage-the-scarce-and-and-costly-childcare-issue.

[244] Hashikawa, Andrew N., Jill M. Sells, Peter M. Dejonge, Abbey Alkon, Emily T. Martin, and Timothy R. Shope. "Childcare in the time coronavirus disease- 19. A period of challenge and opportunity. "The *Journal of Pediatrics* 225 (2030): 239-245.

[245] Rieth, M. and Hagemann, V., 2021. The impact of telework and closure of educational and childcare facilities on working people during COVID-19. *Zeitschrift Fur Arbeits-Und Organizationspsychologie A&O.*

[246] Berthelon, Matias, Diana *Kruger*, Catalina Lauer, Luca Tiberti, and Carlos Zamora. "Longer school schedules, childcare and the quality of mothers employment: Evidence from school reform in Chile." *Partnership for Economic Policy Working Paper* 2020-07 (2020).

[247] Zamarro, G. and Prados, M.J., 2021. Gender differences in couples' division of childcare, work, and mental health during COVID-19. *Review of Economics of the Household*, 19(I), pp.11-40

[248] Adams, G., Spaulding, S. and Heller, C., 2016 Bridging the gap: Exploring the intersection of workforce development and childcare.

[249] Schmitz, S., 2020. The impact of publicly funded childcare on parental well-being: evidence from cutoff rules. *European Journal of Population, 36(2), pp.171-196.*

Also, they are frequent residents of childcare deserts, locales with a glaring absence of licensed childcare facilities. Childcare deserts are areas with too few licensed childcare providers to meet the demand for services among children of working parents.[250] Childcare deserts are areas with too few licensed childcare providers to meet the demand for services among children of working parents. The Center for American Progress defines a childcare desert as a census tract with more than fifty children under age five with either no childcare providers or so few options that there are more than three times as many children as licensed childcare slots.[251] Childcare deserts are a problem in all fifty states but are particularly common in rural and low-income communities. More than half of Americans (51 percent) live in neighborhoods classified as childcare deserts.[252] Millions of families struggle to find affordable, quality childcare for their children. This spatial inequity exacerbates their childcare challenges. Compounding these hardships are the higher costs and diminished access to childcare subsidies for families of color in comparison to their white counterparts.[253]

The absence of childcare options for non-traditional hours, such as evenings, weekends, or nights, poses an acute problem for parents of color working in sectors like healthcare, hospitality, retail, manufacturing, or public safety.[254] In their quest to secure childcare, they often resort to

[250] "Do You Live in a Childcare Desert?" *Do You Live in a Childcare desert?* https://doi.org/10.1177/0003122414554947.

[251] Bonitatibus, Steve. "Childcare Deserts." *Center for American Progress.* May 20,2022. https://www.americanprogress.org/series/child-care-deserts/.

[252] Sipple, John W., Lisa A. McCabe, and Hope G. Casto "Childcare deserts in New York State: Prekindergarten implementation and community factors related to the capacity to care for infants and toddlers." *Early Childhood Research Quarterly* 51 (2020)167-177.

[253] "Childcare Remains out of Reach for Millions in 202, Leading to Disproportionate Job Losses for Black, Hispanic, and Low-income families." 2021. Carsey school of Public Policy| UNH. December 20, 2021. https://carsey.unh.edu/publications/childcare-remains-out-of-reach-for-millions-in-2021

[254] Henly, Julia R., and Gina Adams, "Insights on access to quality childcare for families with nontraditional work schedules." Washington: *Urban Institutes (2018)*

informal or unregulated arrangements, a compromise that can potentially jeopardize their children's safety and developmental prospects.[255] The repercussions of this childcare crisis extend far beyond financial strains. They cast a long shadow over the well-being and future opportunities of children of color. Extensive research has illuminated the profound positive impact of high-quality early care and education on children's cognitive, social, emotional, and physical development, a benefit particularly pronounced for youngsters hailing from low-income or disadvantaged backgrounds.[256] The lack of childcare for parents who work outside regular hours is not only a family issue but also a business and social issue.[257]

The lack of accessible and affordable childcare significantly impacts the workforce, affecting employees and employers. When parents, particularly mothers, cannot find suitable childcare arrangements, they may opt to leave the workforce temporarily or even permanently.[258] This reduces the overall labor force participation rate, hindering economic growth and productivity.

Employees who struggle to secure reliable childcare may face frequent absences from work to care for their children, especially when unexpected disruptions, such as school closures or illness. The lack of childcare can result in decreased productivity and increased employer costs. Workers worried about their children's well-being due to inadequate childcare may

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[255] Bromer, Juliet, and Samantha Melvin. n.d. "THE SHIFTING SUPPLY of REGULATED FAMILY CHILDCARE in the U.S. A Literature Review and conceptual Model." https://www.erikson.edu/wp-content/uploads/2021/03/The _shifting_supply-_of_regulated_FCC_in-the-US_2021_LITREVIEW.pdf.

[256] Douglass, Anne L. "Leadership for Quality early childhood education and care." (2019)

[257] Adams, Gina, Carey Lou, Peter Willenborg, and Diane Schilder. "Parents with Nontraditional Work Schedules in Connecticut," *Washington DC: Urban Institute* (2021)

Delaney, R.K., Locke, A., Pershing, M.L., Geist, C., Clouse, E., Debbink, M.P., Haaland, B., Tanner, A.J., Anzai, Y. and Fagerlin, A., 2021. Experiences of a health systems faculty, staff, and trainees career development, work, culture, and childcare needs during the COVID-19 pandemic. *JAMA Network Open*, 4(4), pp. e213997-e13997.

experience higher stress levels and lower job satisfaction, reducing productivity and engagement at work. The lack of dependable childcare can impede career progression, particularly for women. Many women are forced to make career sacrifices, such as opting for part-time work or less demanding positions, to accommodate their caregiving responsibilities.[259] This, in turn, exacerbates gender inequalities in the workforce, as women face challenges in achieving equal pay and career advancement opportunities. Additionally, it can hinder economic recovery during times of crisis, such as the COVID-19 pandemic.[260]

High-quality early care and education have other benefits for children. Children who attend high-quality early care and education programs are more likely to be ready for kindergarten and to succeed in school throughout their elementary and secondary education and are also more likely to graduate from high and college.[261] High-quality ECE programs help children develop critical cognitive skills like language, literacy, and mathematics.[262] These programs also provide benefits such as improved social-emotional development and reduced risk of behavioral problems. [263]

Despite some progress in the availability of childcare programs, it is vital to acknowledge that systemic barriers and deeply ingrained inequities persistently impede access to these crucial

[259] Ewing-Nelson, C., 2020. One in five childcare jobs have been lost since February, and women are paying the price. *National Law Center*.

[260] Furman, j., Kearney, M.S. and Powell, W., 2021 The role of childcare challenges in the US job market recovery during the COVID-19 pandemic (No w28934). *National Bureau of Economic Research.*

[261] High- Quality early Childcare and Education: The Gift That Lasts a Lifetime | Brookings. *Brookings.* Last modified March 9, 2022. https://www.brookings.edu/articles/high-quality-early-child-care-and -education-the-gift-that-lasts-a-lifetime/.

[262] Ibid

[263] Douglas, Anne L., "Leadership for quality early childhood education and care." (2019)

services for many children of color.[264] This persistent disparity underscores the urgent need for comprehensive systemic reforms to address the next generations' financial burdens and development potential, regardless of their racial or economic background. The ongoing lack of accessible and high-quality childcare options disproportionately affects parents of color, placing them at a significant disadvantage regarding economic mobility and the ability to provide their children with a strong foundation for future success.[265] Therefore, policymakers and stakeholders must focus on dismantling these barriers, increasing the affordability and availability of childcare, and fostering an inclusive and equitable early childhood education system that uplifts all children, regardless of their racial or economic circumstances.

Such reforms are not only a matter of social justice but also an investment in the future prosperity of our society. Moreover, insufficient access to high-quality childcare can harm children's early education and development, potentially affecting their future success and, consequently, the future workforce. The lack of childcare affects how we work when we work, and why we work. It also affects the future of our children and our society.

Therefore, finding solutions supporting working parents and their children is crucial, such as employer-provided childcare benefits, flexible work arrangements, public subsidies, or alternative childcare models. The community needs to address the lack of childcare for parents who work outside the typical nine-to-five.

There is a great sense of urgency because parents must work to survive, and sometimes, their child is left in places that they think are protective environments. Parents go with their

[264] Ciuffetelli Parker, Darlene, and Palmina Conversano, 2021, "Narrative of Systemic Barriers and Accessibility: Poverty, Equity, Diversity, Inclusion and the call for a Post-Pandemic New Normal." Frontiers in Education 6, no. (July). https://doi.org/10.3389/feduc.2021.704663.

[265] Parrott, Sharon. 2022. Murray-Kaine Proposal to Expand, Improve Childcare Would Benefit Families and the Economy." JSTOR, 2022. https://www.jstor.org/stable/resrep41229.

children with friends and family, believing this is a safe and secure atmosphere. I was traumatized by a family member. My mom thought this was a safe environment to leave me in while she worked. I was thrust into a world of evil where I had no choice. Sin is not just personal. It is also systemic. Similarly, De Gruchy and Villa-Vicencio could not explain it better by clarifying that systemic "corruption is to live either in the wrong or broken relationships."[266] This statement implies that as humans, people are supposed to live with others and in their surroundings with love, as indicated in the Holy Scriptures. The lack of such a Christian relational dynamic would disrupt the relationship, which would result in various forms of injustice against fellow human beings by others.

These expectations connote a more significant social dimension beyond individual wrongdoing. The social size is systemic; therefore, people sometimes find themselves in a world of evil they had no hand in making; specifically, they state, "It is possible, perhaps necessary, to interpret evil from the perspective tone's experience is that of being "sinned against."[267] Abuse can be defined as the intentional or willful act of causing harm, whether physical, emotional, psychological, or sexual, to another person. It involves the misuse of power, control, or authority to inflict pain, suffering, or distress upon an individual, often leading to physical or emotional trauma.

Abuse can take various forms and is a grave violation of an individual's rights, dignity, and well-being. It is generally considered a criminal offense in most jurisdictions. Statistics show that family members abuse 50% of their victims. They are all under six and used by family

[266] De Gruchy, John W., and Charles Villa-Vicencio. (*Doug Theology in Context: South African Perspectives*) Maryknoll, NY (Orbis Books 1994) 109

[267] Jones, Serene, and Paul Lakeland, (*Constructive Theology a Contemporary Approach to Classical Themes) Minneapolis, MN: (Fortress Press 2005) 121*

members or close friends. About 20% of victims are between the ages of 12 and 17, and 60% of victims are abused by people the family trusts.[268] There are sobering statistics surrounding child sexual abuse in the United States, with a staggering number of over 42 million survivors grappling with the aftermath of such traumatic experiences. These numbers reveal a deeply distressing reality: the prevalence of child sexual abuse is alarmingly high. It is estimated that one in three girls and one in five boys endure the harrowing ordeal of sexual abuse before age 18.

These statistics underscore the urgent need for heightened awareness, preventive measures, and support systems to protect the most vulnerable members of our society: children. Child sexual abuse inflicts severe emotional and psychological scars on survivors and casts a long shadow over their future well-being. One in five children is solicited sexually on the internet before age 18.[269] Acknowledging the extent of this issue is the first step toward fostering a safer environment for our children and providing them with the protection and care they deserve. The absence of suitable childcare facilities harms the well-being and development of our children, and the consequences are far-reaching. While commendable efforts have been made to address this issue through after-school programs and community centers, the scope of our predicament extends well beyond the 6 p.m. threshold, underscoring an urgent and dire need for a more comprehensive solution in the form of 24-hour childcare facilities.

The community has rallied around initiatives such as churches and the police athletic league, with dedicated men and women actively engaging with our children to provide mentorship, guidance, and support. These efforts aim to steer our youth towards positive choices

[268]Group Youth Ministry Resources. *(The Simple Truth)* Washingtonville, NY: (Simple Youth Ministry 2013) 45

[269] De Gruchy, John W., and Charles Villa-Vicencio. *(Doing Theology in Context: South African Perspectives)* Maryknoll, NY (Orbis Books 1994) 109

and away from negative influences, reflecting the collective determination to uplift the next generation. However, it is evident that the existing efforts, though commendable, need to be revised to fully address the depth of our childcare needs. The cry for more comprehensive and accessible 24-hour childcare facilities persists, acknowledging that parents require reliable options that align with their work schedules and provide a safe and nurturing environment for their children during non-traditional hours. Furthermore, education plays a vital role in the development of our children.[270]

While admirable efforts are underway, the pressing need for expanded and accessible 24-hour childcare facilities remains an urgent concern in our community. Empowering our children with the resources, guidance, and spiritual nourishment they require to thrive and become informed, confident, and resilient individuals is essential. Safe Haven will complement what others have done by operating on a much-needed schedule of 7:00 p.m. to 7:00 a.m. Safe Haven curriculum and the nurturing the children will receive can guide them into becoming productive members of society. The facility as a whole would teach the children about God! We will instill morals, values, and self-respect for humanity. I will ask for donations from big corporations, have fundraisers, apply for grants, and appeal to the community for whatever monies they can bestow upon the organization. I do not see any conflicts of interest from the site team or whomever I bring to assist in this project. We are all like-minded individuals with one goal: to give a child a better future!

[270] Ardoin, Nicole M., and Alison W. Bowers. "Early childhood environmental education: a systematic review of the research literature." Educational Research revies 31)2020) 100353

CHAPTER 3

RESEARCH QUESTIONS

RSQ 1: What do we do as a community to assist nontraditional workers with the urgent need for safe childcare after the non-traditional hours of 9 a.m. to 5 p.m.? p.m.?

RSQ 2: How do we recruit staff that will be a right fit for the Safe Haven facility?

RSQ 3: How do we choose the team that will assist in developing the Safe Haven Childcare facility?

CHAPTER 4

PLAN OF IMPLEMENTATION

Goal l One: Awareness: To raise awareness about the lack of safe childcare facilities after the traditional work hours of 9 – 5 pm.

Research Question One: What do we do as a community to assist non-traditional workers with the urgent need for safe childcare after 9 – 5 pm?

Strategy One - Is to present a workshop to the service sector to gather a percentage of families that need assistance while they work non-traditional hours.

Strategy Two: Provide information to the families of the various agencies that can assist us with developing the Safe Haven Facility.

Evaluation of Goal One: The workshop will raise awareness and show how many people need safe, non-traditional childcare facilities.

Goal Two: Recruitment: To develop a team of like-minded individuals to provide a safe space for children while their parents work non-traditional hours.

Research Question Two: How do we recruit staff that will fit the Safe Haven Facility correctly?

Strategy One: Develop and disseminate a survey to the neighboring churches and see who is interested in assisting with developing the Safe Haven childcare facility.

Strategy Two: Present an informative Zoom meeting of what is needed and what we plan to develop.

Evaluation of Goal Two: Establish a Safe Haven Facility Committee.

Goal Three: Training and Implementation: Empower and train the Safe Haven staff in how the Safe Haven Facility operates.

CHAPTER 5

COMPETENCIES ASSESSMENT

Technology / Social Media Management

We will assist Ms. Wright in the following areas:

- Design a logo.
- Make a motion loop.
- Shoot the video on a green screen.
- Build a website.
- Produce a mobile app.
- Podcast sermons.
- Layout and print mailers.
- Run a digital mixer and light board.
- Maximize presentation software.
- Craft daily blogs
- Tweet
- Collaborate with artists.

Please give one or more examples of this competency as you have observed it:

What qualifying word would you assign? **START**

Ms. Wright has a beginner's knowledge of social media technology. We will assist Ms. Wright in becoming more knowledgeable in designing a daycare logo, building a website for her daycare project, developing podcast lessons, and layout and printing flyers/mailers.

Financial Management

To own and operate any business, one must have some knowledge of financial management. My team, which includes a licensed CPA, will assist me in becoming more knowledgeable about day-to-day business operations, budgeting, grant writing, tax laws, risk management, and saving for unknown expenses. Understanding fiscal matters is vital to any ministry's successful implementation and sustenance. It is crucial to have public exposure to basic financial terms.

- Budgeting
- Stewardship
- Grant writing
- Tax laws
- Risk management

Please give one or more examples of this competency as you have observed it. What qualifying word would you assign? **START**

Ms. Wright needs to learn about operating a business, and we would assist Ms. Wright in budgeting, grant writing, tax laws, and risk management.

THEOLOGIAN

We as a team find it imperative that Ms. Wright remains resolute in my doctoral studies, training in biblical or scriptural studies (formal or informal), analysis of scriptures, and relating the word to the world and the works to the word locally and globally. A theologian engages in biblical study and theological reflection in the context of the contemporary world to grow and become more effective in interpreting the word in a particular time and place. The candidate demonstrates:

- Training in biblical or scriptural studies (formal and informal).
- Continued and consistent survey of scriptures.
- Working knowledge of other disciplines, e.g., psychology, sociology, and economics.
- A variety of theologians/ exegetes gain diverse perspectives.
- The ability to relate the word to the world locally and globally.
- Understanding the church/synagogue/mosque/community of faith doctrines.
- The ability to reflect theologically upon experiences and lifestyles.
- The ability to enable other people to work through ethical decision-making concepts.
- The desire to continue to grow theologically and maintain professional vitality.

Please give one or more examples of this competency as you have observed it. What qualifying word would you assign? **DEVELOP**

We chose these competency areas for Ms. Wright because this is where we see the need for maturity and growth. We will assist Ms. Wright in improving her project to perfection, and we all specialize in the chosen areas. As a group, we will assist Ms. Wright in moving forward so that her vision and goal will come to fruition. As a collaborative team, we will collectively work to make Ms. Wright's project a reality.

Based on our ongoing assessment of Ms. Wright, she has demonstrated astute knowledge as a theologian in various biblical and theological studious areas. For example, Ms. Wright has shown the propensity to define, explain, examine, explore, present, and give examples of the theological methods of the various documents and certain subjects about God. However, there is a need for development to remain resolute in her doctoral studies. We will

assist Ms. Wright in her training in biblical and scriptural studies (formal and informal), continued and consistent analysis of scriptures, and ability to relate to the word to the world and the world to the word locally and globally. Ms. Wright understands the historical development of the faith community, the ability to reflect theologically upon experiences and lifestyles, and the desire to continue to grow theologically and maintain professional vitality.

CHAPTER 6

Appendix 1: Timeline/Budget

Timeline

Date	**Task/Activity**	**Tools/ Necessary to complete the task**	**Person Responsible**
2022	Proposal Approval by the Director		
July 2023	Goal 1 – strategy 1 Zoom Meeting	Computer	Me/Ms. Chin /parents
2023 monthly	Meet with the Site Team	Computer	Me
2023 to Feb 2024	Meet with Advisor	Copy of Approved Proposal	Me
July 31 – Aug 4, 2023	Goa1- 1 - Strategy 2	Five-day Pilot Program	Me/Three educators
The year of 2023 – Jan 2024	Library Time for Writing and Research	All of the paperwork and information gathered during the implementation of strategy1 & 2	Me

Appendix 2: Budget

Date	Task/Activity	Tools Necessary to Complete the task	Person Responsible	Budgetary Consideration/ Cost	Source of Funding
2022	Proposal Approval by the Director	Computer	Me/Ms. Chin /parents	0	
July 2023	Goal 1 – strategy 1 Zoom Meeting	Computer	Me	0	Me
2023 monthly	Meet with the Site Team	Computer	Me	0	Me
2023 to Feb 2024	Meet with Advisor	Copy of Approved Proposal	Me	0	Mwe
July 31 Aug 4, 2023	Goa1- 1 - Strategy 2	Five-day Pilot Program	Me/ three educators	0	Me
The year 2023 to Jan 2024	Library Time for Writing and Research	All paperwork and info gathered for Strategies 1 & 2	Me	0	Me

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